Iteration 1.0 (July 11, 2012)

An Exposition of Learning

Michael McCabe & Friends

Silver Lake Learning Community

Admin Licensure Program 1.0

2011-12

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Structure of the document:

In July and August of 2011, a dozen professional educators joined to go on a year long journey together. This experience is commonly labeled as a cohort. However, that’s an inaccurate descriptor. In a cohort, a group of students all take the same courses together. They have the same instructor for all of their classes. What we started in the summer of 2011 was a learning community. In a learning community, learners gather in the circle and get to know each other. People are validated through listening deeply to one another. Learners are challenged at a level much deeper than a traditional course because the learning community is transformative to the roots; rather than, consumptive to the intellect. Our learning community was a participatory practice in radical school design. Other communities had been done with the same facilitators. This learning community combined two different types of credentialing. Students seeking their masters degree in Teacher Leadership and an administrative licensure program were both combined into one group. I was one of the students in the administrative licensure program. For two weeks in the summer of of 2011, one weekend per month, and two more weeks in the summer of 2012; I awoke at 4am, kissed my wife and daughter goodbye, met up in Green Bay with two of my friends and traveled 208 miles to be in community. This document serves as my final examination for my principalship licensure in the State of Wisconsin, in the United States of America. I had three goals at the start of the program. They are:

1. [Goal 1: Foster a passion for learning](#id.f9nbnnk6sydt)
2. [Goal 2: Increase an understanding of community](#id.3n11wkx5se2w)
3. [Goal 3: Open connected learning](#id.2yg9vycra9er) develop an Open Learning Model (which I came to find out has been fully developed since 1970 and is virtually untapped)

Each goal is divided into three sections:

1. How I got here
2. Seeing it in action
3. Takeaways - big pieces and small nuggets learned along the way which shape my practice as an educator and edleader.

I have decided to shape this document in the manner detailed above because I want to take control of my own learning and share it with the community in way that’s natural to me. [I love research](http://www.scribd.com/doc/68433333/Personal-Narrative-and-Employability-Field-Research-Project#fullscreen)[[1]](#footnote-0). There’s a time and a place for it. It is of value. But so is mashing up new forms of learning and documenting those methods. That’s what I seek to do in this final examination.

Goal 1: Foster a passion for learning

**How I Got Here** - *My Journey Through Higher Education*

In 2009, I was completely fed up with higher education. I’d been attending college since the Fall of 1999; with my only break being the spring of 2000 & 2003. As a senior in high school, I was a part of the first group of students to have an incredible opportunity. High school students could take college courses at no cost to themselves. I enrolled at UW-Madison and drove 32 miles into campus every Monday, Wednesday, and Friday during the fall term of 1999. I loved every minute of it. I had Philosophy 101 with Professor Nadler and Sociology 135 (Contemporary American Society) with Professor Joel Rogers. To this day, Professor Rogers is the greatest lecturer I have ever seen. At the last lecture of the course, he delivered the Gettysburg Address from memory. He received a standing ovation.

When I arrived in Madison during the fall of 2000 as a freshman, I was expected to design my own day. This was foreign to me. I grew up in a town with 20,000+ people and then moved to a small rural town where my graduating class had 31 students. At both communities, nearly every minute of every day was scheduled. I grew up playing baseball, basketball, football, wrestling, track, golf, fishing, blowing up mailboxes, fourwheeling, and playing video games. Those activities occurred during my leisure, or “free time.” While at school, every minute of every day was scheduled for me. Suddenly at the age of 18 years 10 months, I was supposed to know how to accomplish the duties required to succeed as an independent adult. I think of this juxtaposition often. We as educators often prepare students for a second life called college. Many of our professional activities are designed to push human beings up to higher learning. When students get to college, they arrive at the very place that justified every worksheet, character analysis, and incomprehensible math course.

I am still a relatively young teacher. I’m 30 years old for a few more months. I just finished my fifth year teaching a few months ago. A bit has changed for high school students since I left in 2000. The rigor has increased. That is, if rigor is defined as hours preparing for multiple choice exams designed to measure knowledge-recall skill sets. When I was leaving high school, only a few students had mobile phones. The phones of 2000 would fit better in most laptop cases of 2012 than the jean pockets they stuck out of a decade prior. I was a busy multisport thespian with a parttime job and a few good friends. I didn’t give any thought to the independent life laying just a few months ahead of me. I don’t think this was the fault of my high school. They did an excellent job preparing me for college. I did really well my first few years at UW-Madison.

The issues I faced as a student which brought about the most frustration, stir even stronger emotions as a teacher. The learning delivery, calculation, systematic coordination, assessment, standardization, and accreditation of schooling are broken beyond repair[[2]](#footnote-1). A new system is needed.

What is learning?

Please provide me with a 140 character response.

When have you learned something?

One of those two questions is easily answered. The other is far too complex and may have a singular truth. Learning is dependent on the learner. Learner implies a person. Therefore, learning encompasses a unique characteristic: individuality.

As a learner, one program feature which brought me to Silver Lake College was servant leadership. I wanted to study decision making. I desperately wanted to be in community. I wanted to explore my theories further and get immersed in the reading of Ivan Illich, Paulo Freire, Malcolm Gladwell and other thinkers. I wanted to study the principalship through case studies, dialog, and intense debate. This process, it evoked emotion. It was spiritual. For me, the highlight of this program was building community. This program tethered out the position of the principal through the lens of someone who sets to their day as serving the needs of their colleagues above the needs of self or an institution. I would go home rejuvenated, nearly euphoric. I gained energy from the community and the experience, strength, and hope shared by all. Usually a few weeks of being home, I would look at the forms I needed to fill out in order to become a licensed principal, and I would think, *I don’t want to do this. The last thing I want to do is fill out forms. Learning cannot be audited.* Those thoughts were infrequent enough to dismiss. Thinking of my instructors and colleagues, I was able to jump through hoops. During the summer weeks in community, the deepest learning took place. I could see it. I had a vision of public schools serving every student, in every school, every day. Transforming schooling starts and ends with community- building a network or web of trust. This graduate studies program incorporated servant leadership into the framework for building community. Servant leadership to me is defined as trusting the professional educators to carry out their vocation and supporting the individual in their life's work.

My life’s work has been revealed through a winding journey. I had six different majors in three and a half years at UW-Madison. I loved everything I studied. I was not one of the fifteen applicants to get into the Broad Field Social Studies program. Over 250 students applied. I thought for sure I was getting in. My GPA was solid. I had passing scores on the PRAXIS II and I had solid work experience. I remember the feeling when I got my letter of unacceptance. I was a 20 year old Resident Assistant bawling in the hallway of a dormitory. Uncontrollable sobbing. I thought I was called to teaching. I felt deep in my heart that I was meant to work with kids and teach. I was devastated. I was crushed. I started to give up on my dream...but only briefly. I continued to go to classes (for the most part). I reapplied next year. When the second unacceptance letter came, I gave up. I quit. I stayed in school, but I didn’t go to class, and did not study. I played basketball. I engaged in many other nefarious activities, but I didn’t go to school. My undergraduate GPA shows it. Academic probation became an on again, off again encounter. In my time of being a full-time college student who never went to class, I learned more about myself than ever before. I learned was unorganized and did not know how to manage a personal budget. I learned I was an incredibly hard worker, commonly working until 4am at a local pizza shop. I learned I love competing, playing, and building community. I learned I love people. I learned failure at complete level.

I was broken.

I left UW-Madison and chased a dream to play college basketball in Arizona. Only, I didn’t change anything I had learned about myself from my Madison days. I failed even harder. On June 17, 2004, I sat outside my apartment in Phoenix and looked down Shea Boulevard, the realization of homelessness started to set in. I didn’t get to entertain the thought long though, my sister pulled up in her beat up sports utility vehicle and brought me back home to Wisconsin.

I was humbled.

I took a low paying job as a gas station attendant.

I enrolled at UW-Oshkosh. I went to class (most of them). I started to develop a passion for learning. I was living with my parents in a small community where the primary industry was a state prison. In order to get out of my parents house, I would often go to the gym and play basketball. A charismatic man, the head coach of the the high school boys’ team asked, “Do you want to coach?” This was the spark. This put me on the path to be a teacher. I loved being around kids. I loved being a positive role model. I love sacrificing my time, and I didn’t look at it like that. I looked at it as a golden opportunity: *I can share something I’m very passionate about and learn more about the game*. Being a coach taught me to become a learner. It wasn’t the classes at UW-Oshkosh that fostered a love of learning, it was coaching and being with teachers and students.

My wife and I were on a retreat at Chambers Island in the Spring of 2005. Little did we know I would propose to her at the Chapel in the Holy Name Retreat house on September 24, 2005. While on our first retreat, Sister Marianna told me of the Ignatius prayer. She stated, “At the end of each day, take note of what is most life fulfilling, and what is most life draining. Share these daily reflections with the Lord.” This statement was my first exposure to Silver Lake College. That’s the institution where Sister was employed. I immediately put in the Ignatius Prayer into my evening prayer structure. What struck me was the amount of life fulfilling experiences having to do with spending time with Emmy (my wife) or coaching basketball. Undoubtedly, those two experiences were usually the most rewarding times from my day. Even more surprising were the life draining experiences I was reporting out each evening. The vast majority of the life draining experiences were associated with some type of bureaucratic interaction with the higher learning institution. Over the years, many of my life draining moments are associated with the depersonalization of my profession. Meaning, the occasions when students are processed as a number and not examined as an individual person. This is common. In a large system, when decision makers are talking about individual students, the first question is, “what’s their number?” The student’s identification number is then punched into the computer and the file is pulled up. A snapshot is then examined, and the *what’s their number* game continues. Number of credits - this measure is superior to all others. It tells the decision makers if the child will leave school with their age [commensurate peers](http://www.youtube.com/watch?v=zDZFcDGpL4U)[[3]](#footnote-2). Number of days absent - this number tells the decision makers if the child is in violation of school policy or state law. This mark is often used to justify why the child’s number of credits is under average. Number of logged entries - this number indicates if the child has serious and frequent behavior problems. Again, this is used to justify the below average credit accumulation. After going through this program, it’s clear to me I want to be in a small school system where I know **every** student, **every** parent, and **every** teacher. If it were not for the Ignatius prayer, the learning community and Silver Lake College, this realization may not have been made until too late in my teaching career.

**Seeing It In Action -** *putting passion into action*

I have been fortunate to work with several great teachers. People who have dedicated years of work, reflection, and execution to their craft. Whether teaching social studies, English, art, science, or physical education, the one thing all of these great teachers had in common was the ability of the teacher to increase the passion of their students. Many of these teachers went through a learning community with Barney Slowey, Tamara Sharp, and Jim Adams. I watched as my colleagues projects transformed an entire high school. As I was finishing my masters degree in special education, I often felt a connection was missing from courses I was taking to the classroom. My colleagues going through the learning community were completing participatory action research. One project led to a high school leadership course being offered. Three years into the leadership course, and now there’s a Leadership II. Over 200 students signed up for leadership for the 2012-13 school year. This was just one persons project.

What all of the participatory action research has in common is this: teachers put their passion into action. These teachers were allowed to explore, they were allowed to tinker with their practice. The outcomes have been extraordinary.

I was once told, “You have to be careful with your passion. It scares people.[[4]](#footnote-3)” The same is true with educators and their practice. Rigor is the word I’ve heard most often when it comes to countering passion-based curriculum. My prefered passion-based curriculum is student-directed project-based learning (PBL) (as practiced and designed by [EdVisions, Inc](http://edvisionsschools.org)[[5]](#footnote-4) see: [*Passion for Learning*](http://books.google.com/books?id=HI-kfH5ZMUAC&lpg=PA124&ots=h6n0-_zPwD&dq=passion%20for%20learning%20ronald%20newell&pg=PP1#v=onepage&q=passion%20for%20learning%20ronald%20newell&f=false)*[[6]](#footnote-5)* by Ronald J. Newell). In 2009, I started a charter school with [Tom Krause](https://sites.google.com/site/thebelieftoinspire/)[[7]](#footnote-6) & [Brad Klitzke](http://mrklitzke.blogspot.com/)[[8]](#footnote-7). We started dreaming...we dreamt big. 100+ people designed this school. We designed a school to fuse student-directed PBL & Service Learning. This school launched on August 15, 2012. The more we dove into PBL, the scarier the authentic learning by students and teachers. In PBL, teachers are not even referred to as teachers, but as advisors. This past year, I was called by my first name. I wanted to be a facilitator of learning. Year one at Kornerstone School was wildly successful. The teaching and learning exceeded all expectations. However, after only one year, it was clear to me that I needed to move on.

I am a facilitator of learning, and I have skills as a documentor. By choice, experience, and skill-set, I am not an instructor. The K-12 industrial educational complex mandates teaching as instruction. A paradigm shift is needed if we are to salvage our schooling system. Think of the amount of time, energy, and resources dedicated to scaffolding and codifying instruction. Many districts have Directors of Curriculum. The crux of their job is to scaffold subjects through grades and codify instruction. Is there such a scaffolding for teachers who facilitate the learning process? Is there a codification for teachers who document rich learning outcomes? I’m arguing the definition of the teaching profession is far too narrow- dangerously narrow for the professional educator and damaging to the learner. This is not theory. This is the result of doing five years of personalized learning.

I’ve been thinking, reading, reflecting, and in deep discourse about the concept of teaching as a profession rather than a job. A profession has freedoms not existent in a job. Freedoms ranging from start time and end time of work to decision making in executing tasks. A job is marked by clear start time and end times with a delineation of duties and tasks. A professional possesses individual unique talents they bring to their craft. A job **does** have one right way to get things done. Think of learners and teachers. Are they treated as professionals or workers in a job? Is there flexibility on when, what, and how the learning can take place? More and more the lines of professional labor and having a job are becoming blurred. I am not saying that teachers are approaching their job with less professionalism. On the contrary, I have worked with excellent professionals. I am saying there’s a systematic deprofessionalization of teaching due to many design flaws of a 20th century delivery model. Bells, carnegie units with strict separation of the academic disciplines, the rigid grouping of age commensurate peers, academicism, and the incessant preparation for 4-year college are just a few of the design flaws of the current K-12 educational industrial complex. I would like to provide three examples I have implemented as a teacher which I hope to bring over the the practice of the principal. All of these examples seek to foster a passion for learning. They are:

#1 uninterrupted work time with learner choice on curriculum

#2 each learner has a personalized learning plan

#3 assessment as a dialog

#4 multiage learning

What’s necessary to develop a passion for learning? I would argue learning is something that cannot be avoided. We as individual human beings are learning all the time. To develop a *passion for learning*, individuals need to become immersed in topics relevant to them, have a personalized plan for progressively getting better and exploring new interests, be actively involved in the dialog, and learn from people older and younger than them. Think of the possibilities if every teacher had the opportunity to get better by having access to the four components listed above.

It should be noted, it is my impression the principalship is a profession rather than a job. This is something I hope to reflect on further. What makes me state the administrative position is a profession is because every principal I’ve ever talked to who made the jump directly from the classroom to the office has said the, “What do I do know?” moment is stark. There isn’t a manual for principals or other educational leaders. We have to craft our own practice and start from scratch. This is what professionals do. They have a practice. They seek out work, fill their queue, put out fires, build organizational capacity, and eventually the job normalizes.

**Takeaways -** *Learnings along the way*

What impact is the institution having on the learners? I think about that question often, but not often enough.

The moment you think you have arrived, you begin your descent towards mediocrity.

Never confuse the amount of hours you put in with your value to the organization.

Right now, instructing trumps all forms of teaching. Documenting and facilitating are not even in the discussion as required skill sets for a teacher.

Trust the learner.

Goal 2: Increase an understanding of community

**How I got here** - *One grateful learner’s observation on how higher education shapes K-12.*

While designing a radically new school, I saw my thought partner and co-designer undergo a complete transformation in his teaching practice and his life. He was a part of a learning community. A group of educators, mostly middle school and high school teachers, were going through a masters program together in teacher leadership. This wasn’t a cohort model I had ever heard of before. They got together a couple of weeks in the summer and a one weekend a month during the school year. From the onset, I inaccurately judged this model. I thought it wasn’t rigorous enough. How could it be? These people didn’t meet nearly as much as I was meeting to earn my masters. *My traditional masters program was more rigorous,* I thought. After All, I had night classes Monday through Thursday for three years. I had to write papers and take tests. Not just final exams, but many of my courses had midterms as well. My program was more rigorous because my instructors had their PhD and we met in an actual college building. Rigor. A word thrown like a sword. Declaring legitimacy of one program while also tearing down another. What I saw over the next few years was shocking. My colleagues who went through the learning community were changing an entire high school of 1300 students and an entire district of 4700 learners. What’s more, these people had something. Something I knew very well from growing up on teams and with a Quaker father who spit [Parker](http://en.wikipedia.org/wiki/Parker_Palmer)[[9]](#footnote-8) J. [Palmer](http://www.amazon.com/Let-Your-Life-Speak-Nonfiction/dp/1441701397)[[10]](#footnote-9) to his son. These people had community.

This learning community “thing” started to spread. It picked up momentum through each iteration. After three years, the district put the kabash to 1-year masters programs. It’s a good thing the learning community model is a 14-month program. The learning community spread through word of mouth and practice. People saw the transformation taking place in the lives of their peers participating in the program.. I saw what it did for Tom. I wanted in. I saw it shape Tom to think about the learner and the environment and benefited from his openness to share best practices. Whatever college, university, or other higher education institution embraces this model first, they will profit beyond their wildest dreams. Here’s why: the entire learning community experience culminates with a project and gallery walk in which the learning is on display. Teacher projects have started charter schools, created classes, documented best practices of middle school literacy, embedded multiple intelligences into school wide curriculum, codified home to school relationships, and set up a video communication system for students to interact with professionals in the community. The gallery walk allows learners to celebrate each others learning and breaks down the competitive dualistic nature of test taking and competing for grades. Having adults go through the exhibition experience for the first time is transformative experience.

When I earned my Masters degree in special education, I vowed to myself that I’d never jump through another hoop to get accreditation. I promised myself the tuition bill I paid for in the future would be grounded in authentic learning. When Tom Krause called me in the summer of 2011 and told me a learning community would be starting in 2 weeks, I said, “I’m in.” That’s why a group of us get up at 4am one Saturday a month to take a 3+ hour trek across the state. We go to get better, not as individuals, but as an entire community.

I am a pusher. I am a hustler. When I get an idea, I drive it. I don’t care who is in my way or who gets left in my wake, if I want to do something, I do it. I am activator. This has been my greatest strength and weakness over my first five years as an educator. Through my friendship with Tom Krause, I’ve seen another way to get big ideas pushed through. He builds community. He goes slow to go fast. He brings everyone together and lets the process come to him. As a basketball junkie, I’ll input my once per paper hoops metaphor here: he is playing offense and letting the game come to him; whereas, I’ve been playing playing an attack defense and having that lead to my offense. Both styles have their place, but the more I try to input what he’s done effectively the less callous I’m finding myself coming across. The attack defense works great with adolescents who dream of a new school, but letting the offense come naturally is much more effective when working with teachers and other administrators.

My friendship with Tom saved my career in education. I was pushing so hard, I alienated myself and left too many people in my wake. Once again, I was broken. I was humbled. When I needed encouragement the most, Tom could see that. He would validate that I was a good educator. He would tell me, “You’re doing great stuff with those kids.” He may not even be aware of the what I’m writing, but I think it’s important we acknowledge those who help us out. Outside of my wife, father, and mother, Tom has been my greatest cheerleader. Always saying things like, “We should try that.” Or, “that’s good for kids, that’s real learning, run with that.” Having a support network, building community- those are the only ways to foster innovation repeatedly. To show building learning communities works, Tom got his first administration job before finishing this program! His work has transformed a district with over 4,000 learners. He’s doing great stuff with teachers. I am grateful to call Tom a friend and thought partner. Without his experience in his learning community in 2009, I doubt our friendship and our wives friendship would be as close as it is today. It truly is all about building community and letting people find their own voice instead of telling them what their voice should sound like.

**Seeing it in practice** - *Schools greatest treasure is the opportunity to build community*

In previous papers I’ve written, this is usually where I would enter a blurb from Robert Putnum’s [*Bowling Alone*](http://en.wikipedia.org/wiki/Bowling_Alone)*[[11]](#footnote-10)* (2000). In his book, Putnam argues the decrease in local community ties can be traced to a decline in community activities such as bowling leagues. This is a very simplistic definition of a very good sociological narrative. While researching this book, the wikipedia entry notes Putnam received criticism for ignoring the [Middletown](http://en.wikipedia.org/wiki/Middletown_studies)[[12]](#footnote-11) first published in 1929 by the Robert & Helen Lynd. Essentially, the breakdown of community ties has been chronicled by scholars since the 1920’s. I would like to study further the connection between the sense of community at a school and the sense of community within the town in which the particular school resides. Having graduated from a high school in which my entire senior class was 30 students, I’ve lived in a town where the school activities were incredibly well attended because they were the entertainment for the entire community. My dream is to go back to the school in which I graduated from, get a job there, and build community. I romanticize the small town. It seems so much easier to build something great. However, my romanticization and ten years of being gone from this small town allows me to forget about how hard it was to move into this community as an “outsider”. The bonds in small communities are generational and at times were difficult to forge. Even so, I cannot help myself from thinking about a place where the entire school population is under 150, and delegation does not have to occur (see: [Rule of 150 in Tipping Point](http://en.wikipedia.org/wiki/The_Tipping_Point)[[13]](#footnote-12)).

I have seen community successfully built in small schools. The first time I saw it, I didn’t actually know what I was seeing. I felt it long before I knew what I was looking at. In the fall of 2009, I walked into [Valley New School](http://valleynewschool.com/)[[14]](#footnote-13) (VNS). A 7-12 student-directed project-based learning charter school located within the [City Center Mall on College Avenue in Appleton, Wisconsin](https://www.google.com/maps?q=Valley+New+School,+Appleton,+WI&hl=en&ll=44.262774,-88.405867&spn=0.001929,0.003664&sll=37.0625,-95.677068&sspn=34.945679,60.029297&oq=Valley+new+school&t=h&hq=Valley+New+School,&hnear=Appleton,+Outagamie,+Wisconsin&z=18&iwloc=A)[[15]](#footnote-14). My heart jumped. It was noisy. A kid was walking down the middle of the school playing his violin. Kids didn’t have desks, they had their own cubicle looking spaces. I wanted to know what made this place work. Over time, and after several different trips to VNS, the success of community could be found in their multiage advisories. There are four advisories at VNS. Each advisory has an advisor (teacher) who facilitates the learning process. Each advisory begins their day in Advisory. Advisory is a common practice in multiage and project based learning schools. Advisory is a time of day when a group of students come together in a circle and build community. Watching this process for the first time was incredible. The school had been in its seventh year and students were leading the circle. In a circle, every person has a voice. Recovery communities such as Alcoholics Anonymous and Narcotics Anonymous have been building community for years. Their mission is to empower addicts to stay clean. Learning communities are taking the same circle concept and bringing it into the school setting to empower learning.

I was fortunate enough to put Advisory into practice in two very different schools. The first was in a credit recovery environment with groups of eight disengaged-disenfranchised learners. Community was built, and it was quickly torn down when I as the facilitator was unable to continue. I had to shift my focus to training for a new school design. When the new school design opened as Kornerstone School, we put in the multiage advisory model and held Advisory four days per week. It was awesome! That’s all I can really say or document right now. Unfortunately, I won’t be around to facilitate the second, third, fourth, or fifth iterations of community building at Kornerstone School. I’ll be watching from the sideline, rooting, cheering, and hoping great things continue to emerge.

**Takeaways**

Go slow to go fast.

Let the circle decide what’s best.

As a facilitator, wait until I have the burning desire to share at least three times before ever talking.

Bring problems to the circle and listen for the solution.

Honesty is more important than intelligent articulation.

Goal 3: Open connected learning

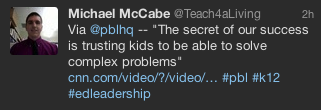
**How I got here** - *Learning by doing and a head on collision with DIY (Do It Yourself)*

Much of what I write in this section is not my own thoughts, but the collection of what has become my consciousness. In April of 2011, I wrote a blog post while traveling back from Minnesota on a train. It was the cheaper than renting a car and I was trying to conserve grant funds. I was at the end of a year on the road. I wouldn’t go as far as to say I was alone, I had met hundreds of people along the way. The charter school was coming to fruition and staff was going to be hired. The school was being transferred from the state of being “my baby” to being “their school.” The blog post was titled, [*Transitions*](http://teach4aliving.com/2011/04/17/transitions/)[[16]](#footnote-15), little did I know, the gravity of the title. I ended the post by saying, “I’ve been away from my family for the past 2 years. It’s time to come back home...Thanks everybody. I do love the grind.” This is when I started to leave Kornerstone School. I started to exit before the school had even opened. Of course I wasn’t aware of this, but it was happening. My desire to be more present as a father and husband; along with willingly throwing myself as a wedge between the new school and people in positions of authority in the district had begun the transition out of job I yearned for.

The feedback from the post was incredible. I developed a friendship with someone over Twitter who had read my post. His name is Thomas Steele-Maley ([@steelemaley](https://twitter.com/#!/steelemaley)[[17]](#footnote-16)). He lives Maine, half a nation away from Wisconsin. Thomas asked to Skype. We made it a regular thing. I shared with him my passion for project-based learning and in turn introduced me to [Networked](http://www.nlena.net/)[[18]](#footnote-17) [Learning](http://en.wikipedia.org/wiki/Networked_learning)[[19]](#footnote-18), [connected learning](http://dmlcentral.net/tags/connected-learning)[[20]](#footnote-19), [Ivan Illich](http://en.wikiversity.org/wiki/Ivan_Illich:_Deschooling_Society)[[21]](#footnote-20) and [Paulo Freire](http://www.paulofreireinstitute.org/)[[22]](#footnote-21). It was odd meeting Thomas for the first time in person after feeling like I knew him so well digitally. When I picked him up at the Minneapolis - St. Paul airport, we hugged like men with wives rarely do. We embraced as people do who have been a part of a common community. Thomas is a radical Do-It-Yourself designer, learner, facilitator, and instructor. Thomas has stretched me as a thinker and constantly reinforced the notions of: ***trust the learner*** & ***what impact is the institution having on the very people it was designed to serve?***

There’s another Thomas I’d like to mention briefly; he goes by @[krauseunc](https://twitter.com/#!/krauseunc)[[23]](#footnote-22) and he’s also known as Tom Krause. Tom has taken a huge leap into connected learning. Whether he knows it or not, his willingness to give away content and self assurance in delivering the process has helped me to stay involved in public education. Both Thomas and Tom are big thinkers whose openness of intellectual property and willingness to listen has greatly improved my teaching practice and increased my leadership capacity.

Learning with amazing 14-16 year olds in their community; even just going through that experience for one year- turned me into a radical for student-directed passion-based curriculum.

[[24]](#footnote-23)

Trusting the learner to learn. After spending my first four years as a teacher with disengaged students, often labeled “At-risk,” I am drawn back to the causes of disengagement among the disenfranchised youth. I believe the tools exist for ***all*** people to have the opportunity to have their own customizable learning experience. What I diagram below is immature. It’s my process documented based on where I’m at today. It’s easy to poke holes, if the spirit moves, put your finger over a leaking thought and improve it.

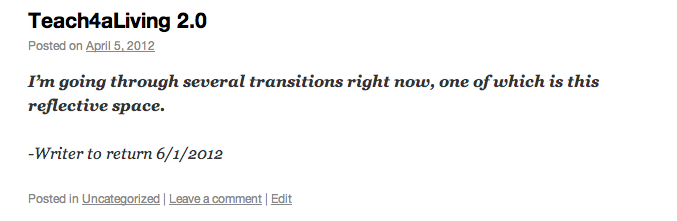
For the past three years, I’ve attended the GLS Conference at UW-Madison. This conference has shaped me more than any other because of the manner in which students are empowered. Over the last few years, gaming in education has been validated[[25]](#footnote-24)[[26]](#footnote-25). This past June, I was fortunate enough to facilitate a workshop at this [conference](https://docs.google.com/folder/d/0B-3p3M5bUWyGcl83SjdtNVQ2elE/edit)[[27]](#footnote-26). It was an incredible experience. I’d like to juxtapose my experience from the conference with another experience that shaped me.

I was in an interview in March 30, 2012 for a job I really wanted. I had been offered the job eight days prior. I was under the impression I was traveling to the district to sign a contract. I walked in and the superintendent was sitting around a conference table with the Pupil Services Director and Dean of Students from the high school. I was excited to be a part of their team and help push their district forward. The superintendent started off, “Michael, there’s been some red flags that have come up.” He proceeded to tell me questions that came up about me after I’d been verbally offered the job. The questions were more along the lines of accusations. I did not handle the situation well. One question stung deeply and stayed with me. “I was on your website for about an hour the other day, and what I want to know is this- is it more about Michael McCabe or about the students?” The superintendent went on to say that his district was “all about the kids.” He feared my teaching was more about me. He went on to describe a blogpost I’d written a year prior and said, “No one gives a shit what you think about for the position of the superintendent.” I articulated, “I don’t like having michaelmccabe.org as a website. I’m modeling for my students what a portfolio should look like. I’m in a school that doesn’t have grades. A school that doesn’t have credits. Every student graduating from Kornerstone is supposed to have a professional website they’ve designed.”

Reflecting on that situation, it hit me...how do educators sell an idea *without* selling themselves? The community has to adopt the idea and make it their own. The idea cannot be the brainchild of just a few people. But in a system where people in position of authority are not for the idea, but against it, individuals pushing the idea risk losing everything. That’s why it’s so important to have an entire community pushing, one individual can step out of the way and point to the entire community. One person can get hit by a bus[[28]](#footnote-27) and the idea still carries forward with enough momentum to come to fruition. Another thing that hit me hard was how far off of the “traditional” spectrum I have come and just how quickly I have gotten here.

I started out blogging to experiment with a publishing platform my students could use to positively build their digital footprint. I started doing this with [Kimberlyreads](http://kimberlyreads.blogspot.com/)[[29]](#footnote-28) in December of 2008 as a first year teacher. The next iteration was in documenting the school design taking place. This was done on a [Ning](http://kornerstonecharterschool.ning.com/profiles/blogs/progressive-progress)[[30]](#footnote-29). I wanted to reflect and put writing out there others could use if they were starting up their own school or program. My third iteration was having my own blog to separate my thoughts, views, and reflections from my district. This blog launched in November of 2010 and I dubbed it [Teach4aLiving](http://teach4aliving.com/)[[31]](#footnote-30). A tongue in cheek reference to my aspirations to broaden the definition of teaching to encompass more than just instruction. What I learned through recent failure is that separation from current district is not who I need to be concerned with. I needed to be concerned with my future organization. The irony is this: I was brought in to facilitate a workshop based on the very media used against me in an interview. It is an interesting and exciting time to be an educator.

Just a few nights ago, I revamped my entire blog. Here’s what’s been on it since April 17, 2012:

[[32]](#footnote-31)

Here’s what I put out:

[[33]](#footnote-32)

You can’t see it very well, but there’s marker drawn between many of the notes creating a web. Going forward, my blog will be divided into four different types of posts. They are:

1. Sunday Night Prep - lessons put out every Sunday night during September through May.
2. Radical School Design - project notes and design thoughts
3. Reflection - learner centered “I” as leaner and “We” as learners. Focus on improving the system to improve the experience for the learner.
4. Worked Examples - documented activities and lessons from the field

My plan is to begin posting lessons every Sunday night during the months of September through May. I’m going to call these posts Sunday Night Prep. I want to put something out other educators can utilize; especially, people who are facilitating or advising in non-traditional environments. I hope colleagues I’ve worked with will contribute lessons and this can grow to be a small database, a one-stop-shop for innovative practices with students.

There’s a more selfish reason to go forward with posting weekly lessons as well. This past year, I struggled greatly with creating a hundred lessons for [Advisory](https://docs.google.com/folder/d/0B-3p3M5bUWyGMTVlYzI3NTEtOWQyOS00NTI5LTgyZTgtODVlYjg2NGJjNDU0/edit)[[34]](#footnote-33). After doing quite a bit of research, I couldn’t find any such lessons online. A colleague of mine from another school had put together a binder of activities, but there wasn’t a set of progressive lessons available. In my opinion, part of the reason why I couldn’t find the lessons is because Advisory is a constructivist practice. From what I witnessed in many schools practicing Advisory, there was more art than science when it came to deciding what to do with students on any given day (a practice which I love). I had an incredibly difficult time explaining to the teachers I taught with what Advisory was. **Advisory is a daily gathering of coming together to build community and get better at learning[[35]](#footnote-34)**. It was very difficult for me to design lessons based on what *should* be facilitated. Another observation from seeing the model in several schools and practicing it, Advisory should be facilitated rather than instructed and the learning should be shaped rather than spilled. Saying that, there’s a myriad of ways to build community. I want to continue to create lessons as if I’m still an advisor in an innovative school- even though that is not currently the case. I want to provide resources which were largely missing when I needed them. Another one of my aspirations with the Sunday Night Prep is to transform learning in *all* classrooms. I have complete authorship over the ownership of the what gets published and I plan to leverage that control for what I deem as positive change. My lessons are not aligned to any standards, they are aligned to authentic learning experiences. They are aligned to creating a participatory democratic environment. They are designed to increasing student voice and empowerment. I’m really excited to begin these posts. I have September through November already planned out.

The second type of posts I plan on putting out are radical school design. I have a lot of ideas for different types of schools and programs. I plan on putting out my most radical thoughts in these types of posts. I am hoping to continue to work with individuals in progressive education and the charter school movement. This could be a great space to have other colleagues post their craziest ideas. These posts have a systems heavy perspective. They will focus on the parts of the K12 process needing change, transformation, and complete destruction. These posts will also highlight the great things that schools do. I’m hoping to put out at least ten posts per year under the radical school design section.

Reflections are another type of post. They are lengthy rants and I’ll probably only do a half dozen of these each year. Reflections were the primary post type of my blog until this latest redesign. This type of writing is dangerous. It is raw, it is from the heart. It’s the type of writing a future employer could take out of context and make claims that I am half crazy and arrogant; however, these writings get the best feedback from other teachers. In these posts, I’m documenting the grind. Being a teacher is one of the hardest professions to do well. This type of writing is necessary for me to do in order to get through the doldrums of February. It’s cathartic. Reflections lead to change. They serve to keep me accountable for what I write down. The last type of post I’m going to do are worked examples. I explain that type of post in the next section. I got into blogging through exploring Twitter.

Twitter changed my life. “The amazing thing about Twitter is, it does the learning for you.” That’s what @Krauseunc told me. I love that quote. For three years, I went by the username @Kornerstoneguy. It was very strange the first time a complete stranger stood up from eating his meal and said, “Kornerstoneguy! I have to give you a hug man!” Twitter is a digital space where people share anything they want to. Educators, tinkerers, learners, scholars, writers, creators, designers, and all other sorts post thoughts, reflections, and resources. I currently go by the username @teach4aLiving. Twitter has opened up learning and connected millions of people into one giant web. When my daughter is just a few years older, perhaps at age six or so, she’ll have her own account so she can read up on whatever interests her. That’s a far cry from 2009, when @Krauseunc and I were not even sure if we could go on Twitter from our school computers. I’m writing extensively and in a basic tone about Twitter for a reason. There is still fear and uncertainty about the uses of these type of media. Consider this, in 1970 could I have relationships with teachers, students, and consultants all over the world who instantly improved or challenged my teaching practice? Could I have done that in 1980, 1990, or even 2000? The world has changed. The Personal Learning Network and Professional Learning Network (PLN) are very real. They are robust. Twitter is connecting learners.

**Seeing it in practice -** *Bringing the community into school through the role of expert to increase agency in the learner &* *Leading by example and standing on the shoulders of giants.*

Without Twitter I would not have come across Ivan Illich, Paulo Friere, Stephen Downes[[36]](#footnote-35), Leigh Blackall[[37]](#footnote-36), or Michael Apple[[38]](#footnote-37). I summarize each of these folks in my Lit Review & Big Thinkers Summary. This past school year (2011-12), I saw connected learning in action. I will forever cherish my 180 school days in an environment where students were able to study what they are passionate about.

I saw eleven different 14 year-old girls create novels in #NaNoWriMo, a novel collaborative in which writers attempt to put out 50,000 words of fiction during the month of November. One of those young ladies set up a writein at their school! A half dozen writers from the community showed up on a Sunday afternoon for support, encouragement, and a large chunk of time to write.

I saw a student design an app and attempt to publish it in Apple’s App Store. I saw a student have an ongoing dialog via email with professors and authors on the 2012 conspiracy and become an expert on the Mayan culture. I saw students engaging their local community in a dozen Service-Learning projects. I saw students interact with professionals on Twitter in order to improve their learning. I saw a group of students come together to plan, implement, and maintain a community garden. Whether it was a historical bus tour through Milwaukee, a day of cooking, or a whole school dodgeball match, I saw my fellow teachers have an opportunity to share their passions and spark student interest. The radical school design and connected learning mentioned in length in the previous section **can** happen. I saw it.

Go to Facebook. Do a search for Kornerstone School. You’ll see a group. Go to it. Now go back and check any of the dates leading up to student exhibitions, which we called Event Night. See the excitement? See the nervous questions? See students getting ready to present their learning? Now look at the days when students are on break. See how excited they are to get back to school? See how they want to meetup with their peers at movie or the YMCA? This was not planned or designed. This happened when adolescents were able to explore their passions deeply and share with one another. Four times per year, students shared out their learning in a gallery walk format. [Over 150 community members showed up the the first Event Night](http://kornerstoneschool.blogspot.com/2011/10/event-night-morning-after.html)[[39]](#footnote-38). It was incredible. The school was like a dance club. It was one of the greatest nights of my life. I didn’t do anything. I wore a suit, smiled, and ate tons of cookies. The students did all the work. They knocked it out. They dressed professionally and spoke about their learning experiences. This works. Engage the learners with their passions, provide supports in the process, and connect them to experts. It’s that simple. And that complex.

One of my favorite takeaways from seeing *it* in action was having experts come into school and sharing their passions with the students. When the experts would ask if I wanted them to do anything in particular, I would respond with, “Just do your thing.” The two people I taught with were incredibly networked. They knew literacy guru’s, STEM wizards, bankers. We were even fortunate enough to have an aeronautical engineer come into our school and share his experience on the Apollo projects in which he helped to send people to the moon. There was no better example of passion-based curriculum than bringing in these experts and having them share their experience with the students. Many of the students would email, text, or call our experts to seek out help on their projects. This is networked learning. This is connected learning. The web exists. All we have to do is tap into the vast possibilities, ignore standardization briefly, and push forward. Before people can *do their thing*, they have to be able to know what their talents, skill sets, and unique gifts they have to share with the community.

Now here’s the next step, taking all of the great, good, bad, and ugly- and then documenting it through the [Worked Example](http://www.jamespaulgee.com/sites/default/files/pub/Workedxample_ER20-prt.pdf)[[40]](#footnote-39) process outlined by Barab, Dodge, and Gee (2009). Their absract:

In this essay, we begin with a theoretical articulation the worked example as a form of invitational scholarship that provides new media

scholars, in particular, an important **outlet** for their work. A worked example leverages purposively-selected instances and multiple

modes of discourse (e.g., videos, pictures, expositions, games, quotes, etc.) to establish an **invitation**, in response to which readers can **engage** theoretical claims along with contextual particulars that reflexively illuminate a class of phenomenon. The **presentation** both serves as a contextual instantiation of a theoretical conjecture and, by scaffolding discussion among peers around the example, invites verification or refutation of the conjecture. It is in the “working” of the example that the design affords the likelihood of a particular resonance, **illuminating the designer-intended conjectures, while simultaneously allowing for further discovery**. **And it is in this way that we regard worked examples as offering a scholarship not of exposition but of invitation.** Here, we provide an overview of the “why,” the “what,” and the “how” of the worked example. We frame the discussion in terms of the core tensions that both challenge the production and make the worked example such a powerful form of scholarly contribution.

I get emotional when I read their abstract. I have great difficulty articulating in words the excitement I feel in my belly and spark I feel in my brain when reading the passage above. These scholars provide a road map for presenting learning in a new way. They go beyond the student exposition as a format to disseminate information. This what I would like to tinker with in the near future. Event Nights were the coolest thing about the school I worked in, but it might be even cooler if students *invited* people into their learning rather than having to justify their experience. Going forward, I believe we need Worked Examples of not only student learning, but also of school design, system failure, and community engagement.

**Takeaways** - *lasting impressions from a 2 year research & design and a 1 year implementation cycle*

Don’t play school with my learning.

Educators are spending too much time ensuring they are audit proof. This practice is killing learning and absorbing too much time.

Trust the process, support the learner.

School can be an exhilarating space in which people wake up in the middle of the night excited because they cannot wait to get back there.

Every person has unique gifts to share with the community. If these gifts are not recognized and fostered, other traits will appear in their place. Disengagement is the root of many learning issues. A safe place to learn can counter many home issues students are having.

Bells are for dogs, not humans.

I like small schools better than big ones.

=================End of Final Examination==========================

Footnotes, Literature Review & Big Thinkers Summary, Curated Homemade Documents

Footnotes

Page 2

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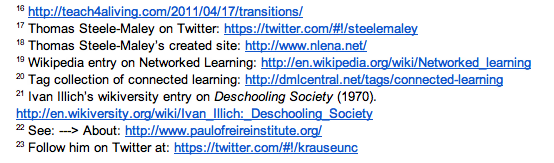
Robert Putnam’s Wikipedia Entry from Bowling Alone: Full URL:

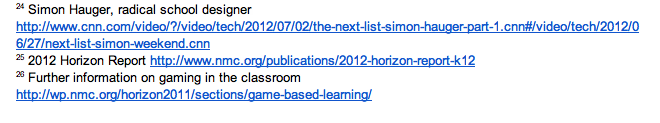
<http://en.wikipedia.org/wiki/Bowling_Alone>

Middletown Studies Wikipedia Entry: Full URL:

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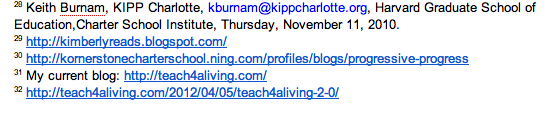
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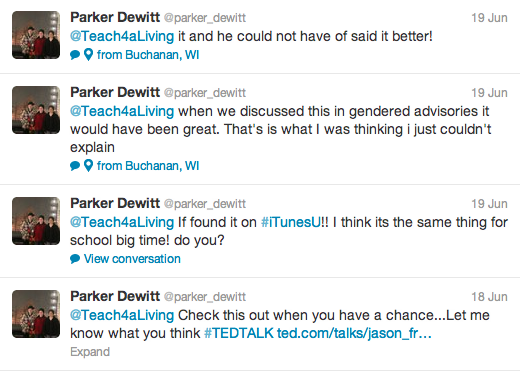
Literature Review & Big Thinkers Summary

Blackall, Leigh & Downs, Stephen - Both of these thinkers have completely changed how I look at institutionalized education. Thomas Steele-Maley introduced me to the work of Stephen Downes & Leigh Blackall in August of 2011. We were having a discussion centered on pedagogical design. I was arguing for student-directed Project-Based Learning as the highest pinnacle of Do-It-Yourself learning. That’s when Thomas brought up Ivan Illich, Stephen Downes, and Leigh Blackall and the practices of Networked Learning & Connectivism. Blackall is a professor in Australia who has been pushing open Networked Learning since 2001. Downes works out of Canada and publishes free eBooks regarding open learning. Networked Learning takes the concept of learning webs put forward by Ivan Illich and puts them into practice. Illich’s work of learning webs was put forward in his 1970 book titled, *Deschooling Society*. Illich goes in great depth about surrounding the learner with networks in which very few human beings are required to carry out the learning process. In 2012, Networked Learning is not only a possibility, but is actually happening in extremely small pockets. I hope to continue studying this pedagogy.

Here’s a single example of Networked Learning. Let’s pretend I am a 16 year-old kid deeply interested in the business side of the National Basketball Association. I could explore various websites to understand the topics. I could also search out podcasts on the topic and begin following the authors of the various media on Twitter. I notice the big topics emerging in the area, eventually I begin to send experts in the field emails, tweets, and other messages. I start a blog in which the sole purpose is to analyze every transaction and business decision made by my favorite basketball team (even though this team plays thousands of miles from where I reside). Now I am a part of a specific network. Rather than just consuming content, I’m creating it. **A large difference from Networked Learning and other innovative pedagogies is the narrative element of the learning.** I didn’t just learn about the business elements of basketball and close up the trifold, put away the binder and move on to the next project. I became a part of an organic learning environment. I learned to publish in a format inviting participatory interaction. Networked Learning is an ongoing dialog. Feedback loops can be tight or loose. Think of how much work is required to support a system like this for just a single student in a traditional environment. Networked Learning is not typically linked to traditional instructional models. It is a type of learning existing outside of institutions. It is the type of learning I’ve been engaging in most over the last eight years. The bulk of my learning exists outside of the walls of school.

Fried, Jason. (2010) *Why Work Doesn’t Get Done at Work.* <http://www.ted.com/talks/jason_fried_why_work_doesn_t_happen_at_work.html>

This fantastic talk examines the phases of work and correlates the work experience to the sleep experience. People need large uninterrupted chunks of time to get work accomplished. One of my students tweeted this video to me. We ended up having a great dialog about work, learning, and school. This was an impactful video, but the reason why I make special reference to it is this: my student directed me to the video in the same way I’ve been directed students to content I find. There’s a community of learning occurring and it’s happening outside the walls of school; however, the school I worked in encouraged collaborative learning. I think there’s hope, where just a few months ago I was critical. I’m starting to believe the transformation of the American school system is possible. I want to look further into the ramifications of having youth participate in a system redesign. After teaching students like the one who tweeted me, I have more trust and respect in adolescents than ever.



Gladwell, Malcolm. *What The Dog Saw & Tipping Point*

Without a doubt, reading Malcolm Gladwell has opened my eyes to looking at issues, people, and systems through a different lens. His collection of essays in the book *What The Dog Saw* equates projecting talented quarterbacks in the National Football League to talented teachers in the classroom. This essay added fuel to the value-added fire and has been used by many to support merit-based pay.

*Tipping Point* is a concept I am familiar with a book I want to read within the next year. Tipping point has become a buzz phrase. In his book, Gladwell goes into detail about the Pareto Principle, that states 80% of the work is going to get done by 20% of the people. There are three types of people that make this principle come true. Connectors, Mavens (information specialists), and Salesman are the three different types of people who fit into the “Law of the Few” as Gladwell calls it. They are the 20% doing the 80%. This concept has come up time and time again in the charter school movement and seems to have merit worth further investigation. In this book, Gladwell goes into great depth about how small minor events or things, make a huge difference.

Friere, Paulo -

Friere’s work *Pedagogy of the Oppressed*, along with going through the poverty simulation- have made a measurable impact on my teaching practice. I am more conscious of my curriculum design and expectations for students. Before diving into his work, I didn’t think deeply about the institutional expectations on the most resource deficient people it serves.

Illich, Ivan.

*Deschooling Society* (1970) is a book I’m currently reading for the first time. I’m taking it slowly. I’m engaging in an online study through Wikiversity of this text: <http://en.wikiversity.org/wiki/Ivan_Illich:_Deschooling_Society.> The book is incredible. Illich describes the institutional ineptitudes plaguing modern schooling. He also provides for a solution in his chapter on Learning Webs. While reading this piece, I know I’m going to come back to it again and again. In chapter 6, he goes into depth about the structure of the learning webs. His section on skill exchanges sets the framework for bringing in experts into learning and developing expert skill sets in a completely transferable manner to education today. I love schools. I love learning. Although I consider myself a radical school designer, I still envision a place called school because the institution of school stills possess an amazing capacity. Illich is something I know I’ll keep coming back to for years and years. He challenges every notion of instructionism, and his writing resonates with many of my beliefs about education.

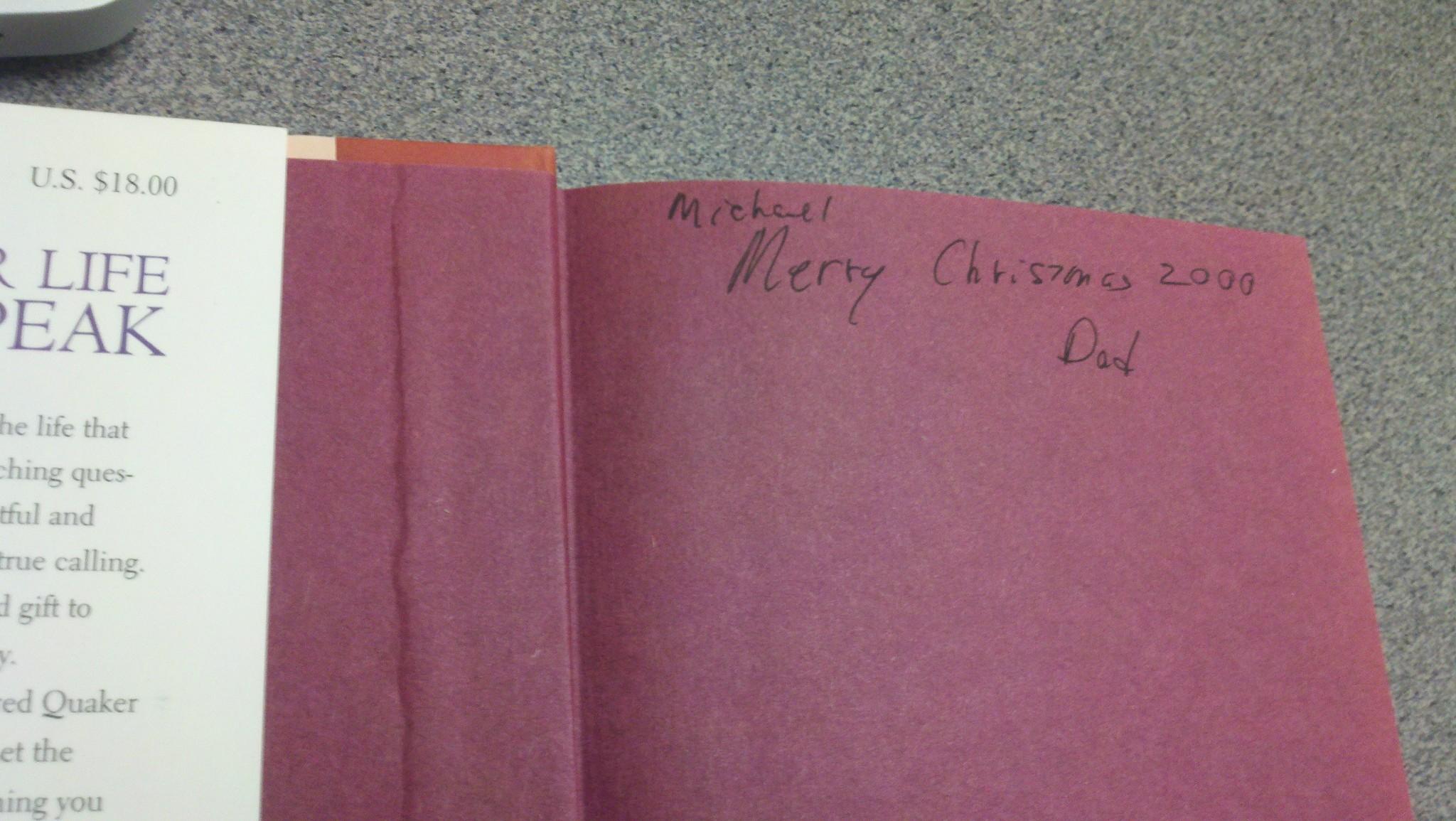
Littky, Dennis - *Big Picture Schools*

I read this during the winter of 2011-12. It stirred up emotion and galvanized what I felt about providing opportunities to all students. Many of Littky’s school design concepts were unknowingly in the charter’s I’d been codesigning. It was such a relief to stumble into this literature and find his practices had successfully been going on for years. I also felt a bit of shame. I thought I should have done more research and read more literature at the onset of the design. I’m grateful to have the *Big Picture Schools* book in my collection and I know it’s another piece I’m going to come back to often because I can pass out sections of the book to colleagues critical of the process. I first came across Littky, Illich, Friere, Blackall, and Downes through Thomas Steele-Maley’s suggestions. I’m grateful for his willingness to share his knowledge of reform writers with me.

Pink, Daniel - Autonomy, Mastery, and Purpose. Enough said.

Palmer, Parker J. *Let Your Life Speak*

In April and May of 2012, I was discerning leaving the education profession. I got half way through Palmer’s *Let Your Life Speak* and decided I needed further discerning. I would read the book at lunch while looking out over the cafeteria of students eating. This is the first text where I ever felt like my heart was reading. I could feel the words before they hit my brain. I was a selfish senior in high school when I opened this Christmas present from my father. He belonged to the same Quaker Fellowship of Friends as Parker J. Palmer, and little did he know the gift I once overlooked, I now cherish the most.



Robinson, Ken. *Out of our Minds* & *The Element*

Sir Ken Robinson is one of my heroes. His diligence at pointing out the complete neglect of the arts and creativity in contemporary schooling is something that has shaped my teaching practice. I was fortunate to hear Sir Ken speak at a conference in 2010. He was incredible. I’ve been reading *Out of Our Minds* for the past few years. I read 20 - 30 pages at a time and then have to digest it for awhile. I usually come back to the book when I’m bored or agitated. I used sections of his book with my students this past year and have a few activities designed to illustrate just how difficult it is to predict future events. His videos are inspiring and I’m glad he’s chosen to dedicate his life to reshaping education.

Spady and Schwahn *Learning Communities 2.0* & *Total Leaders 2.0*

These books chronicle how to set up learning environments in the age of empowerment. I plan on breaking these books down further and using them for professional development workshops in the near future.

Curated Documents, Past & Future Projects Encompassing the Principal Licensure Requirements:

**Ten Favorite Curated Documents:**

1. [Advisory Collection](https://docs.google.com/folder/d/0B-3p3M5bUWyGMTVlYzI3NTEtOWQyOS00NTI5LTgyZTgtODVlYjg2NGJjNDU0/edit)[[41]](#footnote-40)
2. [100 Key Advisory Lessons](https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit)
3. [Work Flow of a Project Cycle, Glossary of Terms, & Proposal Guideline 1.1](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit)
4. Succession - Tech Plan (21 page confidential document)
5. [GLSES Workshop - Gaming in a Constructivist Learning Environment](https://docs.google.com/folder/d/0B-3p3M5bUWyGcl83SjdtNVQ2elE/edit)
6. [Kornerstone School Planning Grant](https://docs.google.com/folder/d/0B-3p3M5bUWyGZWJMOEVhRlpjeEU/edit)
7. [Kornerstone School Implementation Grant](https://docs.google.com/folder/d/0B-3p3M5bUWyGa2JObDBEaFEzWDA/edit)
8. [Kornerstone School Governance Board](https://docs.google.com/folder/d/0B-3p3M5bUWyGdVdRWUZDRjE4a00/edit)
9. [Explore - Pulaski’s School of Life Planning Grant](https://docs.google.com/document/d/1oDfqwjEu_0tG_pkvoQYXhgq4N9A1DfCSvWOgJwE6oUs/edit)
10. [Graphic Organizers](https://docs.google.com/folder/d/0B-3p3M5bUWyGc1J4YkFPa2NOaTA/edit)

**Past:** (many of these projects were completed during the 2008-12 school years)

1. Designing a teacher led school (2009 - 2011)
2. Implementing a teacher led school (2011-12)
3. #NaNoWriMo - National November Writing Month. Utilizing relationships in school and out of school to motivate students to write a 50,000 word novel in one month. (November 2012, 11 students participated)
4. Provided input and maintained school website (2010 - 2012)
5. Designed website for non-profit organization (2012)
6. Designed website for small business (2012)
7. Presented at GLS’s Educator Symposium as a panel expert and workshop facilitator. (June 2012)
8. Facilitated Twitter as Professional Development Tool workshop (2010, Kimberly High School)
9. Facilitated Using Facebook in the Classroom workshop (2010, Kimberly High School)
10. Planned LMS (Learning Management System) process and protocols (2009 - 2011)
11. Implemented Project Foundry as an LMS (Learning Management System) (2011-12)

**Future:**

1. Designing a badge system to adequately reflect authentic learning
2. Create a Teacher Professional Practice
3. Create a Do-It-Yourself Learning Community Guide
4. Start my own private school
5. Create a new licensure to adequately reflect the teaching and learning occurring outside of instructionalist practices.
6. Comprehensive Literature Review and synopsis of big thinkers

***1:1 Laptop Initiative***

*Adapted from:*[**Work Flow of a Project Cycle, Glossary of Terms, & Proposal Guideline 1.1**](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit)

**Description** - In the fall of 2011, a new charter school opened with 45 students. Each student needed their own learning device. For a year and a half, I looked at the different device options for the students. What came to fruition was every student choosing whether they wanted an Apple MacBook Air, HP Netbook, or iPad. The vast majority of the students chose Apple’s laptop. The learning experience was incredible. It encompassed more than just laptops. I ended up having to coordinate the implementation and upkeep of an entire building tech plan. Meaning, overseeing a wireless and wired infrastructure, installing and monitoring a firewall system and filter, and constant troubleshooting. This was an incredible learning adventure for someone who was just a year prior a special education teacher in a large high school and could rely on the district tech department to carry out the duties previously described. It goes one step further, policy needed to be created. This project encompassed the creation of an Acceptable Usage Policy. It was an awesome journey.

**Plan** - For this project, the numbers listed under the “Plan” section correlate to the numbers listed under the “Research” section.

1. Research what other schools are doing to support and sustain 1:1 tech programs
2. Is the plan feasible? Sustainability options.
3. Research device options
4. Investigate wifi solutions
5. Gather student & parent input
6. Purchase student devices
7. Setup each individual student device
8. Coordinate installation of wifi
9. Coordinate installation of firewall
10. Setup filter
11. Setup server
12. Maintain all tech
13. Fix broken stuff
14. Put out fires

**Research** -

1. [Trips to Vail, AZ](http://www.michaelmccabe.org/wp-content/uploads/2012/01/IMG_0096-Version-22.jpg)[[42]](#footnote-41) ([Empire High School](http://ehs.vail.k12.az.us/)[[43]](#footnote-42)) 11/2010; Minneapolis/St-Paul area ([NWPHS](http://nwphs.org/)[[44]](#footnote-43)) 4/2011, 7/2011. 80 hours.
2. Phone conversations and email correspondence with Al Brandt of Appleton Area School Distrct. Appleton has a foundation set up to help sustain their tech initiatives for their charters. 3 hours  
   Document communications with Al Brandt. Use documentation to create a vision for maintaining the 1:1 laptop devices after federal charter grant funds dissipate. 10 hours.
3. Purchase Apple laptops, Smartphones, tablets, Kindle’s, and other learning devices and had teachers test devices. 25 hours of research (1 hour per day for nearly a month); 3 hours to purchase and have meetings with reps.
4. Worked with Keith Furman from [Quarterhorse Technology](http://www.iqti.com/)[[45]](#footnote-44), Inc, a New York City tech firm.
5. May 24, 2011 - Kornerstone Kickoff celebration! This event catered event was a time of celebration to bring together all of the students and families. Not only did we eat and build community, but students were able to pick out their devices. This was a great event! It was the first of many front page articles in the [*Times Villager*](http://wrightstownspirit.com/times-villager_2.html)*[[46]](#footnote-45).**[[47]](#footnote-46)*
6. Worked with Keith Mountin, a Systems Engineer from Apple Computers. Keith helped to set up a plan for purchasing and then provided step-by-step guidance for setting up the computers once they were purchased. Keith also came into Kornerstone School to help with setting up the server.
7. See #6
8. See #4
9. See #4
10. See #4
11. See #6
12. 13. & 14. Research brought me to an unrealistic design. I wanted to build capacity among the students to create a Do-It-Yourself repair model. I wanted to have a tech repair shop, in which people from the community brought in their own devices and students fixed them. However, I was looking too far down the road. In doing so, I failed to address short term needs, such as, “Who is going to fix the printer that’s been broken since October?”

**Reflection/Celebration** - By the end of the 2011-12 school year, Apple’s MacBook Air had emerged as the device of choice. Although the iPad and other tablets have untapped learning potential, the laptop was more conducive to creating media. Students benefited from the experience of having software on their device allowing them to create, edit, and share media such as video, music, and photography. Going forward, every student in Kornerstone School will receive a school issued MacBook Air.

Unfortunately, a tech fee was placed on families. I believe the fee is going to be less than $200 per year. I was not around to see the implementation of the fee structure and the Governance Board decided how much the fee will be. I say it’s unfortunate because depending on who you ask, or which funding figures are included, each student generates $8,700 to $12,500 of per pupil money for the district. It’s shame we were unable to use 5% of the per pupil money ($500/10,000) on a child’s learning device. Our school didn’t have textbooks, we used very little paper, we didn’t have many of the traditional expenses. But we were allotted the same budget amount as the other high school in the district. This figure was $278 per student. Since the bulk of the budget is centralized to the district, rather than site based, I have severe doubts about the longevity of the 1:1 laptop program at this school. It’s going to take a major fundraising initiative to support the tech plan. The initial design included setting up a foundation, seeking an angel investor, putting the funds into a high interest savings account and having the interest of the account fund the tech. This plan was thwarted early on during implementation as being deemed unreasonable.

Stepping away from the budget, there were three very cool takeaways from the 1:1 experience. They were:

1. The first week of school - we gathered in the Community Room, students opened their devices at the same time and begin collaborating on the School Constitution. This was something I’ll always remember, it was a shift in learning from instructor driven to student-centered.
2. David Debbink - David is a co-founder of Valley New School and 42 year award winning teacher. He commented, “Seeing every kid with their own laptop is the way to go! I’m definitely going to take this back to Valley New School and tell them this is the way we need to go.” Having David make this comment validated what we fought hard for during the design of the school. In order to have every kid have their own laptop, we had to run our own technology separate from the district because the KASD Technology Department did not want to support an Apple laptop 1:1 program. David saw students creating authentically and that resonated with him.
3. #ksIT - very early on, geeks and hackers started to emerge. The students overtook many of the technology duties. For a brief period from October through early January, the school had a crudely run student operated Tech Department. It was thwarted because I was unable to support it at the level it needed and traditional learning requirements interfered. There wasn’t a time when we could meet to regularly carry out tasks. We couldn’t cut into math, reading, or project time. Also, there didn’t seem to be the organizational support or capacity to actually birth a student run tech department and repair shop. But for a few brief months, the dream was alive...and that is something I will cherish. Chris Kloehn, Parker Parrett, and Parker DeWitt are young men who are heading places. I would like to think they were able to dream, create, and do during that brief stint of #ksIT.

This process changed me. I look at adolescents and their learning capabilities through a different lens. 13 - 16 year olds *are* capable of so much more than what current educational opportunities are available to them in most traditional schools.

***#Radical #School #Design***

Over the last five years, I’ve been involved in several program redesigns and school design projects. I love the work. The actual documents created are below. I have been the point person with creating the documents, but hundreds of people have been involved in each collaborative process. I am passionate about broadening the definition of learning and teaching. Being involved in the charter school movement has allowed me to see learning and teaching through a new lens. I hope this is just the beginning of my life’s work.

***Charter School Design Projects***

2007 - 2008 - CORE Charter School

Governance restructure 2007

Reauthorization 2008

2009 - 2010 - [Kornerstone School Planning Grant](https://docs.google.com/folder/d/0B-3p3M5bUWyGZWJMOEVhRlpjeEU/edit)[[48]](#footnote-47)

Design and writeup: August 1, 2009 - April 9, 2010

Turn in: April 15, 2010

Approval: August 10, 2010

[Kornerstone School Master Contract Agreement](https://docs.google.com/open?id=0B-3p3M5bUWyGR0txNURabHFuc0k)[[49]](#footnote-48)

Iterative Design: October 1, 2011 - January 15, 2011

Authorizer Approval (Unanimous): January 24, 2011

[Kornerstone School, Inc Bylaws & Founding Documents](https://docs.google.com/folder/d/0B-3p3M5bUWyGdVdRWUZDRjE4a00/edit)[[50]](#footnote-49)

Iterative Design: December 28, 2010 - Present

Tax Exempt Form (1023): November 1, 2009 - Present

2010 - 2011 - [Kornerstone School Implementation](https://docs.google.com/folder/d/0B-3p3M5bUWyGa2JObDBEaFEzWDA/edit)[[51]](#footnote-50)

Design and writeup: June 4, 2010 - April 11, 2011

Turn in: April 15, 2011

Approval: August 1, 2011

2012 - [Explore - Pulaski’s School of Life Planning Grant](https://docs.google.com/document/d/1oDfqwjEu_0tG_pkvoQYXhgq4N9A1DfCSvWOgJwE6oUs/edit)[[52]](#footnote-51)

Design and writeup: January 28, 2012 - April 10, 2012

Turn in: April 15, 2012

Approval: Pending August 1, 2012

***Implementing Student Directed Project-Based Learning*** ([See Appendix A for the 100 Lesson Advisory Guide](#id.l3fke9ruapas))

*Taken from:*[**Work Flow of a Project Cycle, Glossary of Terms, & Proposal Guideline 1.1**](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit)

**Background:**  Implementing a non-traditional pedagogy is difficult. Fusing student-directed Project-Based Learning (PBL) with Service-Learning was a two and half year design. Below is the document I put together to break down each phase of the process.

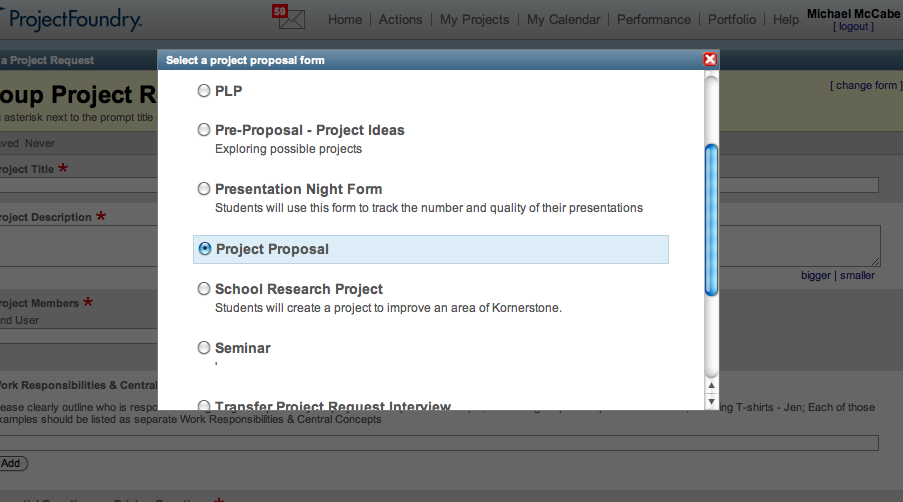
Total time spent creating document below and documenting process:

30 hours

Total time spent creating 100 Lesson Advisory Guide:

100 hours

**The Seven Stages of a Formal Project Cycle**

1. **Planning -** Usually takes five to ten hours to complete. It is a good idea for veteran students to go through the Pre-Proposal to see if the idea is a good project. This is also refereed to as the idea, passion, or project design stage.
   1. Process
      1. Students login to Project Foundry and click on 
      2. Students select ‘Project Proposal’ 
      3. Students then begin to craft their Project Proposal
      4. See [The Anatomy of a Project Proposal](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit#bookmark=id.8mvy9qhr22oo) below
   2. Expectations
      1. students are thorough in creating their Project Proposal and clearly understand what is expected of them in [The Anatomy of a Project Proposal](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit#bookmark=id.8mvy9qhr22oo)
      2. students go through multiple revisions of their proposal. New students will require several iterations of their project proposal.
2. **Proposal** - A formal meeting in which students present their Project Proposal to two advisors.
   1. Process
      1. Students set up a proposal meeting with your advisor and one other advisor.
      2. Prior to the meeting, students will hit the button. Students should send the proposal to both of the advisors evaluating them.
      3. Students present project proposal to two advisors.
      4. Students make necessary modifications to project proposal and resubmit if necessary.
      5. Upon approval of their project, students move on to the research and production phase.
   2. Expectations
      1. [Parents have logged into Project Foundry](http://vimeo.com/28765553) & approved the project idea, project product, and extra privileges. Parents make comments within proposal form indicating their approval.
      2. Students [evaluate themselves according to this rubric prior to entering the meeting.](https://docs.google.com/document/d/1C-2iq6LrYNpw-XHWjnjXPM0-AS1ujsbtJB-W3MR1Q28/edit?hl=en_US)
      3. Students remain coachable throughout the entire proposal process. It’s common for several iterations (versions) of the proposal before approval takes place.
3. **Research -** The process by which students collect information and develop systems for interpreting the data collected.
   1. Process
      1. Open a document and call it either “Bibliography” or “Works Cited.” Each time a source is used, properly cite the source on this document. Waiting to create the Bibliography until the day before the project defense is not a wise idea. Bibliographies are time consuming.
      2. For people new in the PBL process, a good place to start is the [KHS Library Homepage](http://library.kimberly.k12.wi.us/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home).
      3. Advanced students should also begin at the KHS Library Homepage, but should also perform a Boolean Search using Google’s Advanced Search.
      4. Students develop a process for capturing research. Examples include but are not limited to: notecards, stickies both real and virtual, written notes, typed notes, color coded highlighting system, etc
      5. Students seek out a living expert for their project. Beginning students require assistance with this step. [Level 3 students may act independently.](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit#bookmark=id.1f9qon8giaaq)
      6. Students compile research and eliminate sources not used in project from bibliography.
   2. Expectations
      1. Sources are properly cited in a bibliography using either APA, MLA, or Chicago.
      2. Students are legally able to use material in their learning experience and project.
      3. Students contact creator of intellectual properly when required to do so, for example: *This manuscript is under consideration at Theory Into Practice. Please do not cite without permission.* A student MAY NOT use this piece as a source unless they have permission to do so.
      4. Once the project is approved, new sources do not need to be added to the project proposal, but should be captured in the bibliography.
      5. Students log time at the end of each PBL session (AM & PM). Students write one sentence for each hour they worked.
      6. The expectation is that beginner students get assistance from their advisor to find a community expert. [Only Level 3 and above students should be contacting community members](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit#bookmark=id.1f9qon8giaaq). This is a skill and an art. Please follow the systems that’s set up, it allows for easy tracking of community contacts.
4. **Production**
   1. Process
      1. This process varies from project to project. A good place to start is by asking yourself: *What am I going to create?* Or, *how do I want to put together everything I’ve learned?*
      2. Production is more than creating a product. This phase can go on at the same time as research.
   2. Expectations
      1. Students log time at the end of each PBL session (AM & PM). Students write one sentence for each hour they worked.
      2. Students create original work. Even in a [replication project](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit#bookmark=id.vueu5buqydtu) (remix), students must create original work in each project.
      3. Student Intellectual Property is publishable and meets the [Kornerstone Standard](https://docs.google.com/document/d/1h4ld4yXAo3oO_Z7GDvub04SmLOYui0ptiubK4QNLok4/edit?hl=en_US).
5. **Pre-Assessment -** Students defend their learning to the same two advisors they met with for their project proposal.
   1. Process
      1. Students set up Evaluation Meeting with the two advisors (Evaluation Team). The student must arrange the meeting one week in advance. The meeting should be sent out as an invitation through Google Calendar.
      2. Students defend their learning experience. They work through the meeting as they’ve laid out in the agenda they created.
      3. Students present their:
         1. Process for learning new knowledge
         2. Products created
         3. New sources & bibliography
         4. Time logs
         5. First draft of their Project Reflection
      4. Advisors role during Evaluation Meeting
         1. Project is evaluated based on assessments students chose in Project Proposal.
         2. Student is assessed as requested in Project Proposal.
         3. Advisors hold students accountable to producing quality work meeting the Kornerstone Standard.
         4. Student work not meeting the Kornerstone Standard is not eligible for viewing at the Event Night.
         5. Students may revise products or processes after the Evaluation Meeting and reapply for Event Night privileges.
   2. Expectations
      1. Students are knowledgeable about every source they’ve cited in their bibliography & able to articulate where they used the source in their project
      2. Properly cited bibliography in either MLA, APA, or Chicago.
      3. Time logs are complete.
      4. Students provide Evaluation Team with all project material at least 72 hours prior to the Evaluation Meeting.
      5. Students provide Evaluation Team with an Agenda for the meeting 72 hours prior to the meeting.
      6. Students have reviewed all assessments prior to entering Evaluation Meeting.
6. **Assessment -** students present their projects on Event Night. Students also publish each project.
   1. Process
      1. Gametime. Walk the walk and enjoy the coolest thing about *your* school.
      2. Arrive 60 minutes prior to the event opening to the public.
         1. finalize setup
         2. check technology twice
         3. final run through
         4. take pictures/video of your gallery space
      3. Make sure you have at least 40 feedback forms, & multiple pens.
   2. Expectations
      1. Students have everything prepared for event night 72 hours prior to the event.
      2. Students practice any presentation materials at least 7 times to 3 different audiences.
      3. Students have feedback forms completed and ready to distribute to public.
      4. Students dress professionally for Event Night.
      5. Students arrive 60 minutes prior to the event opening and stay 60 minutes after the last community member leaves.
      6. Students are responsible for all setup and cleanup.
7. **Reflection -** The ½ day following event night
   1. Process
      1. Students come to school at 9am & complete assessments.
      2. Assessments include but are not limited to: Project Reflection, Employability Skills Assessment, Product Assessment, Performance Assessment
      3. Upon completing assessments, students load project into Portfolio
   2. Expectations
      1. Students spend a minimum of 3.5 hours on this process.
      2. Students complete their assessments thoroughly.
      3. A dialog takes place at PLP conferences in which the assessments are discussed in great detail

**The Anatomy of a Project Proposal**

1. **Project Title -** Please be specific. Bad example, ‘Technology’. Good example, ‘*Student Buy Back Program*’
2. **Project Description -** narrative, meaning an active description of details. Formal. At least 75 words. Tell your audience what your project is about. e.g. ‘*This project establishes a system in which students are able to buy back the school issued laptop from Kornerstone School, Inc. A design is in place that allows for students to enter basic information about their device into a website, and the student is then provided with a dollar figure for buying back the device. This project will result in the creation of an App in Apple App Store.”*
3. **Essential Questions or Driving Questions -** Umbrella questions. Not answerable with an yes or no. These questions outline the entire project. They are mission statements of the project. [It’s important to begin with the end in mind.](http://pimarsc.pbworks.com/f/1270579976/PBLdesign-BuckInstitute.JPG) Where do you want your project to be at the end? Then design it backwards. The Essential Questions or Driving Question, should guide you to the end of the project you envision. [Characteristics of Driving Questions.](http://www.bing.com/images/search?q=driving+question+buck+institute&view=detail&id=574FA71C4F682A33850E1FBA8D27C51D547AAD96&first=0&FORM=IDFRIR)
4. **Detailed Questions** - All the unknown questions needing to be answered to complete your project. They are directly tied to your Task List/Activities in #10. Answers to these questions come from your Resources in #11. They should all be tied to your Driving Questions/Essential Questions above
5. **Main Focus - Connect to PLP -** How does this project connect to your profession of choice statement or other parts of your PLP?
6. **Purpose -** Why are you doing this project? How does this project connect to the Learning, Design, Systems, and Community? How does this project connect to the Big 5+2 Employability Skills?
7. **Product (results) -** What are your creating as a result of your learning? Examples include: creating a video of your project results and posting to YouTube; creating a website; create photo book chronicling your project, etc.
8. **Project Members -** Please list all of the people working in this project, and connect your Advisor to the project.
9. **Learning Artifacts (graphic organizer, materials from planning, notes to self)** - Upload pictures and video clips of everything you have created in pre-planning and planning.
10. **Task List/Activities -** The task list/activities are potential answers to the detailed questions. For example, if my detailed question is: *How do I write code in Ruby?* Possible Task List entries would be
    1. Investigate online tutorials for coding in ruby 2h 3/2/2012
    2. Research at least 3 videos of ruby coders 2h 3/5/2012
    3. Sandbox Ruby and test in web browser 4h 3/8/2012
11. **Resources -** The information used to answer the Detailed Questions. [ENTER Josh’s Ninja Tutorial]
12. **Estimated Project Dates -** Enter start day and end date of project. This is an estimate and is not set in stone.
13. **Extra Privileges -**

All Extra Privileges take place during the school day and require parental approval. Students must have solid reasons for requesting the privileges. At the proposal meeting, students justify why they need to do what they need to do. Advisors involved in the proposal meeting determine if the Extra Privileges are granted and at what level. If advisors approve of Extra Costs (request school funds), the student requesting the funds then takes their request to student council to try and access money from the student project fund.

1. **Standards -** The expectation is that over a five year period, students cover all of the standards. Students should take 1 - 2 hours examining the appropriate standards to align with their project. Beginning students may need assistance with this step.
2. **Assessments -** At Kornerstone, assessment is a dialog rather than information dictated to students. The different types of assessments are included in the glossary below. Any 50+ hour project should include the Employability Skills Assessment and Project Reflection.
3. **Materials -** Everything students need to complete their project.

**Glossary of Terms**

**Assessment -** a method for evaluating performance

**Employability Skills Assessment -** completed at the end of every Project Cycle. A crucial assessment completed by student and advisor. Used for PLP reviews during student conferences. Should be attached to every 50+ hour project

**Project Reflection -** completed at the end of every Project Cycle. Should be attached to every 50+ hour project.

**Blogging & Internet Writing Assessment -** Attach this to each project that includes writing that you’re publishing on the Internet.

**Product Assessment** - Product assessments are useful for pieces created, such as art, music, film, or writing projects. In a product assessment, the project owner is asking for feedback about what they created.

**Project Performance Rubric** - An assessment used when a performance is involved in a project. Examples include, performing a play, concert, or live speech.

**Group Project Evaluation -** Attach this to every group project you are a part of.

**Periodic Evaluation -** A check in on your learning and experiences.

**Other Assessment Terms**

**Rubric** - rubrics are an assessment where multiple qualities are placed on a grid. Rubric’s typically involve a number scale and allow project creators to assess themselves and compare what their rating with advisors, and community members ratings.

**Scale -** Typically an assessment that involves a 100 point rating

**Reflection -** A written piece that demonstrates the project creators learning experiences.

**Curate -** The process of storing & displaying finished work pieces.

**One to One’s -** 30 minute one on one meetings every student has with their advisor. These are crucial to the academic [rigor](http://debbieshultsblog.blogspot.com/2007/09/is-it-rigor-or-is-it-something-else.html) of the school.

**Student Conferences -** Occur after every project cycle. Students, advisor, and parents meet to go over Employability Skills Assessment, Project Reflection, and PLP.

**PLP Meetings -** Occur before the school year begins.

**Project Cycle -** Commonly called terms or quarters in other schools. There are four project cycles at Kornerstone School in a school year. Each project cycle ends with an Event Night.

**Event Night** - Student projects are presented to the local community. Perhaps the coolest thing that happens at Kornerstone School.

**Exit Points & End of Level -** Exit points occur 5 weeks into each Project Cycle & at the End of Each Project Cycle. This allows for students to leave their project and move onto another project. End of Level is slightly different, some projects are tied to specific days in the year and end in the middle of a project cycle. Examples include [Movember](http://us.movember.com/) & [National Writing Month](http://www.nanowrimo.org/). Both of these projects occur during the month of November and end in the middle of a Project Cycle. Students want to make this clear during their proposal and when selecting assessments.

**Intellectual Property (IP) -** Wikipedia has a solid [definition](http://en.wikipedia.org/wiki/Intellectual_property), “Intellectual Property is a term referring to a number of distinct types of creations of the mind for which a set of [exclusive rights](http://en.wikipedia.org/wiki/Exclusive_right) are recognized—and the corresponding fields of [law](http://en.wikipedia.org/wiki/Law).”

**Replication Project -** Students take a pre-existing project or Intellectual Property and ‘remix’ it. Student’s go through the same process as another scholar and attempt to either achieve the same result; or, students alter the process in the hopes of achieving a different outcome and providing new insights. For example, a student may create a project on creating an app that calculates time on task versus time off task and number of pages read in 45 minutes. Another student may come along and create an app that in which students can find the best prom dress ever. Although the topics are very different, the process for creating an app is replicated. Another example, Led Zepplin’s [*Stairway to Heaven*](http://en.wikipedia.org/wiki/Stairway_to_Heaven) is a project that already exist. A student recreating that song with only pop cans and Cheetos is remixing an already existing project.

**Project Proposal Types, Expectations, & Process**

**PLP - Personalized Learning Plan** - Annual project. Begins prior to the first day of school, and is finished by May 15.

***Expectations***

1. PLP team meets at least four times per year to assess student progress
2. Every student knows what is in their PLP & connects each project of PLP
3. Team members follow through on what is written in the PLP. PLP is a social contract each party takes seriously

***Process***

1. Advisor, student, and parent meet before the school year begins and answer questions 1-9.
2. Half way through the first Project Cycle, students finish complete questions 10-15.
   1. Upon completing questions 1 - 15 of the PLP, each student should turn questions 8 & 9 into narratives. Students learning styles should be written out. The Profession of Choice Statement in question 9 ought to be a well written personal mission statement. What do you want to do and how will you get their?
   2. Your goals for the year in question 10 need to be clear, concise, and outline who is responsible for what. What is the student responsible for? What is you advisor responsible for? What are your parents responsible for?
3. The Project Proposal form has has a Main Focus - Connect to PLP question. The student should connect each project to their profession of choice statement or one of their passions.
4. At the end of each Project Cycle, complete questions 11, 12, & 14 of your PLP. Enter project assessments to your PLP.
5. By May 15 of each year, every student shall meet with their assessment team and formally defend their learning for the year.
   1. An assessment team is made up of the PLP team and includes a community expert from a project and another individual that will assist in getting a student to their profession of choice.
   2. Following the final meeting of the assessment team for the year, students begin to plan their PLP for the following school year.

**Yearly Independent Reading Project -** Completed at the beginning of each school year.

***Process***

1. Upon getting this proposal approved, students log reading time each day
2. Upon completing each book, students enter a Result. Students reflect on their book and provide a narrative description for what they’ve read

***Expectations***

1. Students read daily
2. Students complete at least six books per year that are within their Lexile range
3. Students are free to abandon books; however, all abandoned books are still entered as a Result on the Yearly Independent Reading Project form.
4. Students reflect and complete a write up for each book they finish. They curate their write-ups in one central location (blog, youtube, or other website).

**Yearly Wellness Project -** Completed at the beginning of each school year. **Workout Routine -** A 10-12 week process that involves students improving one of the five facets of health and wellness. [The three facets are: mental, social, and physical](https://sites.google.com/a/kimberly.k12.wi.us/kasd-wellness/vision-statement/data-dashboard).

***Process***

1. Upon getting this proposal approved, students log reading time after every workout
2. Upon completing a work out routine (at least three times per year), students enter a Result. Students reflect on their project and provide a narrative description for what they’ve experienced

***Expectations***

1. Students workout three times per week.
2. Students complete at least three ten week long wellness routines per year
3. Students are free to abandon routine; however, all abandoned routines are still entered as a Result on the Yearly Wellness Project form.
4. Students reflect and complete a write up for each routine they finish. They curate their write-ups in one central location (blog, youtube, or other website).

**Project Proposal -** See [The Anatomy of a Project Proposal](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit#bookmark=id.8mvy9qhr22oo)

**Pre-Proposal -** Curating project ideas. This form should be used to write down ideas for future projects or other good ides.

**Service Learning Proposal - *Coming Soon...***

**School Research Project -** A project that enriches, improves, or reveals something significant about Kornerstone School.

**Group Project - *Coming Soon...***

**Logging Time**[*See video tutorial*](http://vimeo.com/29259690)*,* expectation is that students write a 1 sentence description for each hour they work. Log time by abbreviating hours as (h) & minutes as (m). If you worked on task for and hour and fifteen minutes, you can log that as 1h 15m or 75m.

**Journal(ing) -** Students should journal at least three times per week. Students need to publish one journal entry per week to the public. An appropriate place to publish their journal entry is on their portfolio.

**Adding a Result -** Results should be entered when students reach milestones they wish to document. For example, students need to enter a result into their Independent Reading Project every time they finish a book. This is a two step process (getting into the form, and completing it). For some reason, Project Foundry makes this process more difficult than it should. Students need to ‘click down’ on their project. Hover over ‘My Projects, and click on the project you want to add the result for.

Once into the project, click on ‘Add Result’

Select on the type of result you want to enter. Then complete the result form.

**Out of School Norms**

**Leaving School During the Day For A Project** - Students will need to leave school for a project. Question 13 of the Project Proposal is titled, Extra Privileges. If a student needs to leave school for their project, they should indicate it in the proposal under the Extra Privileges area. The student should also indicate their preference to leave during the day for educational activities during the proposal meeting.

**Community Contact Protocol - 5 levels**

**Level 5 -** Licensed teacher & advisor at Kornerstone School

* Can make contact with anyone in the community
* Can access and alter the Community Mentorship Program logs
* Can set up meetings with community members
* Has access to all school calendars and has ability to utilize budgeted expenses

**Level 4 -** Trainer

* Can make phone calls to anyone in the community & does not require Advisor approval to do so.
* Trains other students on Community Contact Protocol
* Has ‘view only’ access to Community Mentorship Program logs & community expert database
* Is able to arrange for community persons to come into Kornerstone School with Advisor consent
* Is able to reserve rooms in Kornerstone School with Advisor consent for meetings with community members
* Has over 10 successful community contacts
* Has made at least 3 successful community contacts for their peers
* Has completed a best practice video tutorial for making contact with community members

**Level 3** - Community Contactor

* Can make contact to anyone in the community with Advisor approval
* Does not have to complete the community contact form
* Can create best practice video tutorial
* Does not have to follow templates or scripts when contacting community members

**Level 2** -

* Must complete the community contact form and have that form approved by Advisor
* Has successfully completed Community Contact Protocol training
* Must evaluate student created best practice video tutorial
* Must follow templates and created script when contacting community members

**Level 1 -** Noob

* Does not contact community experts or anyone else for projects
* Must get go through Community Contact Protocol training in order to move to level two

***Designing a Portfolio System to Replace Grades & Credits***

*Adapted from:*[**Work Flow of a Project Cycle, Glossary of Terms, & Proposal Guideline 1.1**](https://docs.google.com/document/d/1I90bx5TAas9kh2G_XAXywhn9tZuMYo5Mbe8QhpEtuGw/edit)

**Description** - A small charter high school that does not award letter grades or credits is looking to set up a system to to track student progress and demonstrate measurable growth. One of the performance goals for the school is to have every graduating student create their own website highlighting their academic journey. The design and maintenance of the website is being called a portfolio. The intent is for each student to design their own site. I used Wordpress to design my website for the following reasons:

* + - 1. Professional appearance and usability
      2. Robust open source supported community - the software is free and has an active community to provide support
      3. Solid reputation among educators as a safe space to tinker and experiment
      4. Wordpress allows users to write code, or rely on themes and   
         plugins[[53]](#footnote-52) to create pretty much anything imaginable.

**Plan** -

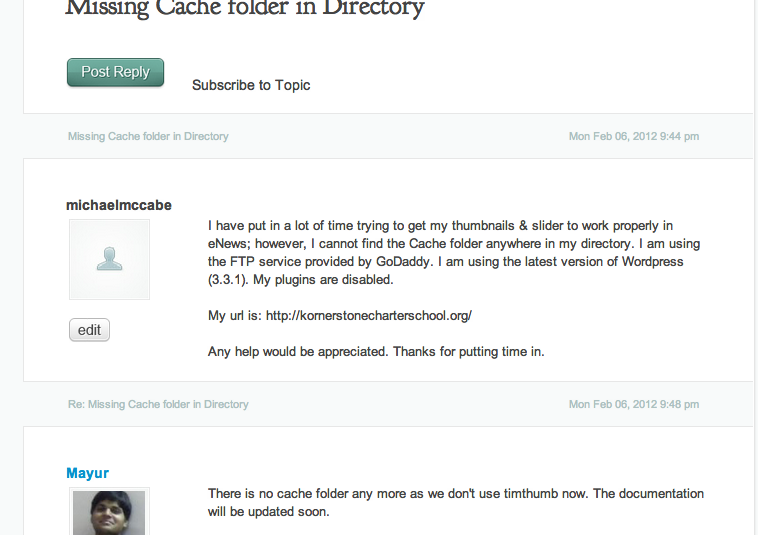
1. Explore different website options - 3 hours
2. Recruit a group of students to help with design - 1 hour
3. Gather student feeback on different open source website designs - 2 hours
4. Go to Barnes & Noble and purchase books on Wordpress - 1 hour
5. Dive into literature & begin notes in design journal - 30 hours
6. Explore different premium themes and subscriptions - 8 hours
7. Set up domain - research appropriate names - 3 hours
8. Tinker, hack, design, redesign, & launch website - 20 hours
9. Get feedback from colleagues in learning community - 2 hours
10. Make revisions based on peer feedback - 1 hour
11. Document process - 10 hours
12. Maintain portfolio - 3 hours per month

Total - 90 hours

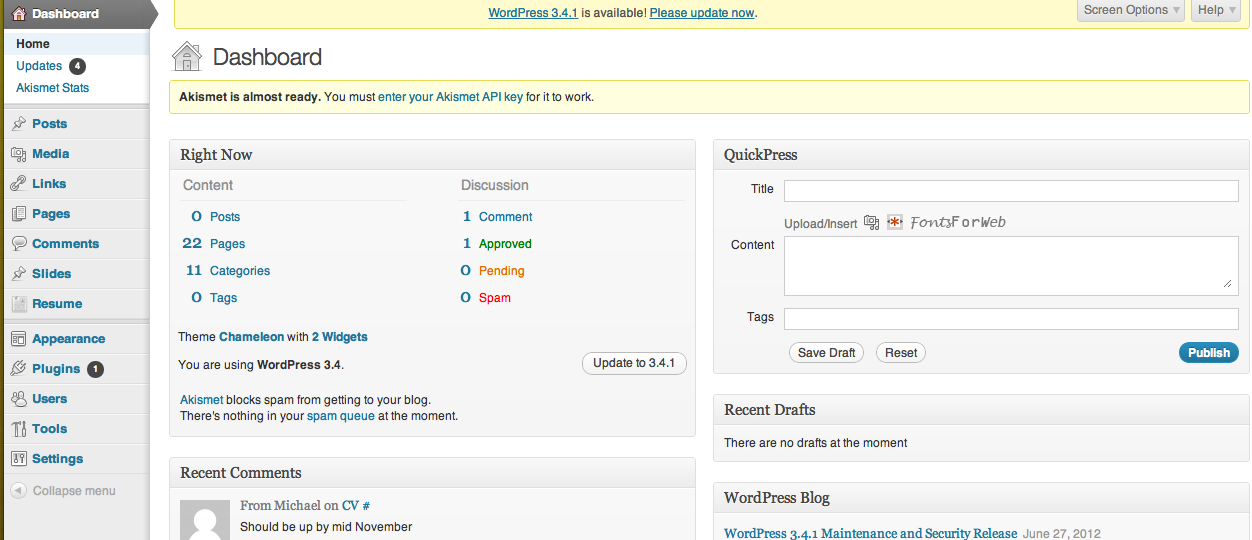
**Research** - In designing a professional website, I wanted to explore options I was previously unfamiliar with. I’d used Google’s Sites & Blogger in the past. Early on in my research, I discovered I wanted to go with Wordpress over Drupal. Both are open source solutions, but after looking at the support options, I felt the Wordpress community had a better support network. I showed students sites designed with Wordpress and sites designed with Drupal. Again, Wordpress won out.

On a Sunday trip to Barnes & Noble, I purchased four different web design books, three of these books I used extensively for this project. I read [*The Design of Design: Essays From A Computer Scientist*](http://www.amazon.com/The-Design-Essays-Computer-Scientist/dp/0201362988)*[[54]](#footnote-53).* Prior to designing the site, I read several chapters from [*Wordpress For Dummies*](http://www.amazon.com/WordPress-For-Dummies-Lisa-Sabin-Wilson/dp/1118073428)[[55]](#footnote-54) and [*Wordpress Bible*](http://www.amazon.com/WordPress-Bible-Aaron-Brazell/dp/0470568135)*[[56]](#footnote-55).*

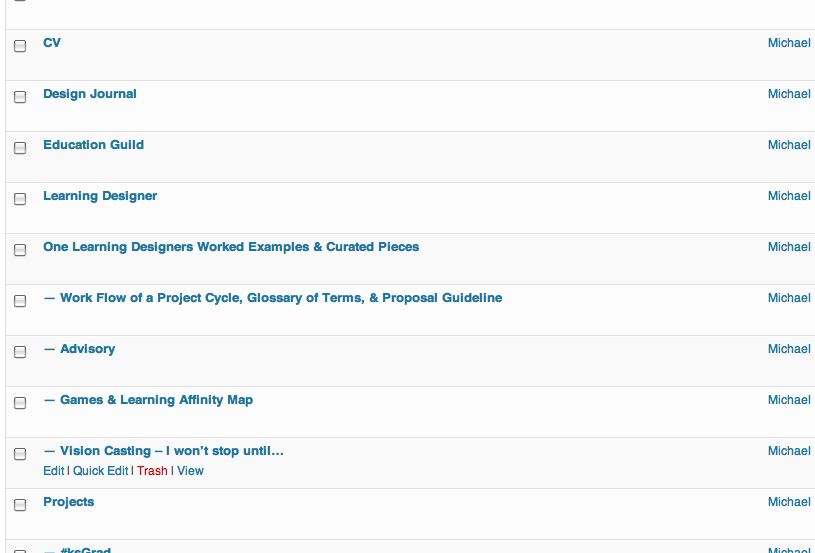
One area of the project which took much longer than I had planned was investigating premium themes. Initially, I thought this part of my project would take 1-2 hours, when in fact, it took over 8 hours. A theme is a template for a Wordpress site. After testing out several different themes, I decided to subscribe to Nick Roach’s [Elegant Themes](http://www.elegantthemes.com/)[[57]](#footnote-56). For $40 per year, I have access to 75+ themes. I wanted to examine the possibility of having a single school account subscribe to a site such as Elegant Theme, which would provide students with several different templates to design their website from. The support on Elegant Themes is fantastic. Learning to upload the theme taught me something - just google it, “[upload wordpress theme](http://wordpress.org/support/topic/uploading-theme-7)[[58]](#footnote-57).” Everything needed can for support can be found online. Googling was incredibly helpful; especially, when combining searches on Google with material from the books purchased. When Googling and book research failed, I went to the Elegant Themes site and asked a question:



**Production** - To set up my site, I went to [Bluehost](http://www.bluehost.com/)[[59]](#footnote-58) and signed up for the domain michaelmccabe.org. [Once registered, the process was simpler than I was expecting. The site has a single click setup process](https://my.bluehost.com/cgi/help/wp_install)[[60]](#footnote-59)[.](https://my.bluehost.com/cgi/help/wp_install) All I had to do was click install on the Wordpress icon, and my site was ready for me to edit. Wordpress is traditionally setup as a blogging platform. It is divided into posts and pages. Think of posts as being blog posts. A user can author a post at any time, and that post is then updated to the site. Pages are set up like traditional webpages. Here’s a look at what Wordpress looks like from the Dashboard where a user can edit a page or create a post:



All a user has to do is click on the section on the left side of the page to bring up different options to edit. When I designed my website, I didn’t want any of the blogging features to be turned on. So I created different pages- 22 of them to date:



Each one of the pages then has a writeup which shows up as a webpage. The nice thing about Wordpress, users are able to write prose or HTML (code in which websites are written). Here’s the finished product:

[[61]](#footnote-60)

I was uncomfortable with having my name in the URL (michaelmccabe.org). But I was trying to model what a professional portfolio would look like.

**Reflection/Celebration** - What I was most proud of with this project, was having a student replicate the process later in the school year. [A 14 year old student with an entrepreneurial spirit](https://twitter.com/parker_dewitt)[[62]](#footnote-61)student designed his own professional website during the last quarter of the 2011-12 school year. It was so rewarding to see students take off and create their own website. The more I talked about my learning and my project, the more students would ask probing questions and show interest in what was being created.

Going forward, I want to help others create their own website. Since designing my portfolio, I’ve used this same process to design two other sites. The Kornerstone School Governance Board needed a website. I designed [kornerstonecharterschool.org](http://kornerstonecharterschool.org/)[[63]](#footnote-62) which is now maintained by a board member. I also helped my wife with her small business [website](http://www.st106.com/)[[64]](#footnote-63). A year ago, I never thought I’d be able to design my own website. Through this project, I’ve gained confidence to get tasks completed even when the project involves learning a new skill. I’m starting to learn HTML, and I want to look into other platforms such as Drupal and designing with [Ruby on Rails](http://rubyonrails.org/)[[65]](#footnote-64). I’m really excited to continue to learn more about web design and share this new passion with others.

*Link to* [*MASTER - Advisory Lessons - MASTER*](https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit)*[[66]](#footnote-65)*

*Link to* [*40 Different Lessons for Team/Community Building*](https://docs.google.com/document/d/15GlfJF5PnAVAAJv42efo152h69Idb2H17YcUuGHO5iM/edit)*[[67]](#footnote-66)*

**Advisory - An Explanation**

### Course Description:

The Advisory Program at is the foundation of the unique relationships formed between staff and students. Advisory is based off of the counseling model, and lessons are facilitated rather than instructed. At the beginning of each day, for 20-45 minutes, each advisor meets with her/his students for a variety of purposes. Some meetings are devoted to academic skill improvement (e.g. working on project curation, writing, crafting Personalized Learning Plan goals). Advisory is also a time for team building. Genuine community is built through daily interactions. [Here’s a link to a document with 40 different activities/lessons for building community.](https://docs.google.com/document/d/15GlfJF5PnAVAAJv42efo152h69Idb2H17YcUuGHO5iM/edit)

Other meetings include "check-in," discussion of KS/personal issues, group team building activities, generating ideas for experience week or Service Learning project ideas. Over time, each advisory group develops an individual chemistry and a special bond. It is a place where students are safe and free to share both the joys and concerns of their lives. Appreciation of and tolerance for differences is a natural outgrowth of the shared time.

A 45 minute daily small group meeting is just part of Advisory, in addition to morning time and numerous interactions throughout the day, the advisor has 30 minutes of "sacred" one-on-one time per week with each of his/her students. The chance to review research, discuss obstacles and progress, timelines, personal issues, and setting goals for the future is essential to the success of the project process. Students guard this time vigorously and, therefore, respect the time of others. These meetings offer the opportunity to address deeper problems, both academic and personal, that might be hindering the progress of a student.

**Structure of This Document**

Advisory is divided into three sections. Those sections are: Project Cycle, School Culture, and Personalized Learning Plans. Each section has chapters. Chapters are big, big enough to have their own syllabus (see example of [Curate syllabus](https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit)). Under each chapter are topics. And under topics are the actual lessons. Lessons are facilitated during Advisory.

Section ---> Chapter ----> Topic ----> Leasson

This document has a [**Short Version**](https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit#bookmark=id.5r8thijvjs8m)**,** in which, you’ll find links to all of the lessons. This document also has a [**Full Version**](https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit#bookmark=id.koq514bbobwn). In the Full Version everything needed for facilitating the lesson can be found. I am always open to feedback on how to improve this. Please leave comments.

This document is meant to serve as a resource for groups of learners in a multiage project-based learning setting. In such a setting, these groups of students are with the same instructional leaders for multiple years. The language Introduction, Intermediate, Advanced, refer to lessons being taught in three different instances, or loops. An example would be Interviews. This topic has three different stages of lessons, each stage could be taught in a different school year. The lessons vary on rigor according to their name. An Introductory should be easier to grasp than an Intermediate and Advanced. This posses an interesting challenge, the advisor should anticipate newer students not having the foundation of experienced students will require more attention and scaffolding. One more note on the language of the lesson design. Some lessons begin with, “An Introduction to...” For example, *An Introduction to Scholarly Research,* or *An Introduction to Publishing Material Online*. Those lessons are intended to be taught to each new student during their first year. Those lessons are intended to peak the interest of the student, and have that passionate learner go explore the topic more.

**Short Version w/Links**

**Advisory in Student-Directed Project-Based Learning Environment**

3 Sections - Chapters - Topics - Lessons

Project Cycle

Project Cycle 1st Iteration

Evaluation Meetings

Event Night Prep

Generating Project Ideas

Learning Artifacts

Product

Proposal Meeting

The Anatomy of a 10-week Project Cycle

The Magic Triumvirate (Detailed Questions, Task List, Sources)

[Turning Passion Into Projects](https://docs.google.com/document/d/1FbY85BYm0QKFh4Io2eeUS37r3BdJmPlnFAQjS8F3xKY/edit)

Project Cycle 2nd Iteration

Assessments/Evaluations

Citations

Community Experts

Essential Questions/Driving Questions

1. [Crafting a Driving Question - Intermediate](https://docs.google.com/document/d/16NP7skwq5HC5WtahxQ10dbUhfs9Jc6f4JlB_ZmsXtK8/edit)

Curate

A[nnual Portfolio](https://docs.google.com/open?id=0B-3p3M5bUWyGNHVSd3Z1QjBUQi1heFdQQWFvSDRSZw)

1. [Phase I - Documentation](https://docs.google.com/document/d/13ogC9PlMb5w7uEGOtOF1_9MxfMw7UxKumCJxmF59-Co/edit)
2. [Phase II - Year End Analysis - Day 1](https://docs.google.com/document/d/1wsi1TobxJbOAmT4ZHD4l83mFddbGWEINV-kfOzVPKtQ/edit)
3. [Phase II - Year End Analysis - Day 2](https://docs.google.com/document/d/1d1Ux_kHl5L6cXEf42ZeP4Q_CjTPdtv-OMkOBckfPKDA/edit)
4. [Phase III - Year End Slideshow - Day 1](https://docs.google.com/document/d/1xY8X_40dlbWhwIzRoZ_PJgYGEiq5vggafvjfBGjiTps/edit)
5. [Phase III - Year End Slideshow - Day 2](https://docs.google.com/document/d/1d1Ux_kHl5L6cXEf42ZeP4Q_CjTPdtv-OMkOBckfPKDA/edit)
6. [Phase IV - Year End Video - Day 1](https://docs.google.com/document/d/1UjXZ_Vx7RFxsMkeQn-0wR5gCBV2EihuYd6KUlrVTcE4/edit)
7. [Phase IV - Year End Video - Day 2](https://docs.google.com/document/d/1d1Ux_kHl5L6cXEf42ZeP4Q_CjTPdtv-OMkOBckfPKDA/edit)
8. [Phase V - Curate](https://docs.google.com/document/d/1drTZZEDBcWjB8-lEMwIKl5ZpalUr6rL6ZlCWr7Y_ZC4/edit)
9. [Phase VI - Celebrate](https://docs.google.com/document/d/1ns_MLQzBCPE7FEqYowTLPTyA616vVrxv6fiRGNKy0es/edit)

Project Documentation

Product/Learning Presentation

1. [An Introduction to Publishing Material Online](https://docs.google.com/document/d/1Zpbnkpu4nlSHSuyUgF36ZSnyGDGrSngOtIfnIwROmgo/edit)
2. [Types of Research - Information Design](https://docs.google.com/document/d/1p9jWpiOqBf_Q8JuoTu6MR2CPEjNu4Ig3MgBZgqgLQQQ/edit)

Tagging

Employability Traits

Collaboration

1. [Seven Skills for Effective Collaboration](https://docs.google.com/document/d/1h0XLLcmlmWsjkybiNZbJ5RK3SRUNbLL1dZX1RSNToMI/edit)

Good Communication

1. [What Employees Need](https://docs.google.com/document/d/1_zsnUnTXhkecaeuTqkMMFp4ESwrei8RqiN1E6lWiULQ/edit)

Problem Solving & Critical Thinking

Social Responsibility

Work Ethic

Learning Cornerstones

Community

Design

Learning

1. [Bloom’s Taxonomy - Introduction](https://docs.google.com/document/d/18TusU-2Z5WiwKMSFOXEWQSJ9hcwDr8Klsy0vVQrRyTg/edit)
2. [Bloom’s Taxonomy - Intermediate](https://docs.google.com/document/d/1K20Qv2iuVDAMV3GjNgi_yAaJ6KVgRNPFVC54eudbRus/edit)
3. [Bloom’s Taxonomy - Advanced](https://docs.google.com/document/d/1jOKbokVcWk7Vbui7qDF3ck9CPYE6K1XPBrChgOFdWQ8/edit)

Systems

Skill Sets - Ongoing

[Interviews](https://docs.google.com/open?id=0B-3p3M5bUWyGZmQ3NmE5MDMtOGVkYi00YjYyLThkNjQtODRlNTBhMDdiMWEz)

1. [Introductory - Day 1](https://docs.google.com/document/d/1sMsHiWs_Zbx5O6fbkiaM23UNGbwZxDOeRlfwQstJnW4/edit)
2. I[ntroductory - Day 2](https://docs.google.com/document/d/1t5MYwf2gTwwuh6EqWJBNZNq-ngATCpynh-Ve6W2I6bk/edit)
3. [Intermediate - Day 1](https://docs.google.com/document/d/1M-VjiZOnmWVbD37HaqMUJU9mQwXyMvmQUHzISB2ZoY0/edit)
4. [Intermediate - Day 2](https://docs.google.com/document/d/1o0swNywZp955pm5yuEZRdObrV7allUbj-i0CJbx7Ce0/edit)
5. [Intermediate - Day 3](https://docs.google.com/document/d/1o0swNywZp955pm5yuEZRdObrV7allUbj-i0CJbx7Ce0/edit)
6. [Advanced - Day 1](https://docs.google.com/document/d/1aIE9wyhN3sUdY9lxtE3ev8oT3WIkN0TjgymwHgNXW3M/edit)
7. [Advanced - Day 2](https://docs.google.com/document/d/1eo80yS9DjvXbok44Ba4djth4wb45EvvSx6hKziyKsRc/edit)
8. [Advanced - Day 3](https://docs.google.com/document/d/1eo80yS9DjvXbok44Ba4djth4wb45EvvSx6hKziyKsRc/edit)

Process

1. [Mid-Cycle Review](https://docs.google.com/document/d/1xWomY_NT28SWObY1wCIrYbx7JTyW6Oqm4RaLfzW8rTI/edit)s
2. **Task Management - Deadlines**

[Reading](https://docs.google.com/open?id=0B-3p3M5bUWyGNDRjNDNlZDMtMjk0NC00NmY2LTg2ZDEtODJmMjE5YTBjYTg0)

1. [Analyzing Non-Fiction Text - Introductory](https://docs.google.com/document/d/18UjOvm2D5iDvvdbxQlVtJ_7HGSEEvie97rYOYfdf7yo/edit)
2. [Analyzing Non-Fiction Text - Intermediate](https://docs.google.com/document/d/1Ki07Hl-2MRbwb6IlRPwPi1unY3Qs0Y2y_js2nROi0tI/edit)

[Research](https://docs.google.com/open?id=0B-3p3M5bUWyGNDdjYzEyMTYtMDgzZC00NmZlLTg2ODItZjg5MzlkZGUxMzdi)

1. [Introduction to Scholarly Research](https://docs.google.com/document/d/1JKvb_B3HvhIuUntbz947I9_NOIoN8GF_lBLZ3IXkITQ/edit)
2. [Contrasting Findings - Sleep Study](https://docs.google.com/document/d/1ntfyTPwCtKFXJu-tdvjJn0fB6WmX8w8iHJfaiowxAHs/edit)

[Speeches](https://docs.google.com/open?id=0B-3p3M5bUWyGNWY4MjJjYzQtZjExMi00M2QwLWFjYWYtNzI4OTEyOTA1M2U0)

1. [Speeches - Introductory](https://docs.google.com/document/d/1Gd9-oIvFYNy4KBsIQU4AdsiKWmz-cW166BUWHy7Yk8g/edit)

[Writing](https://docs.google.com/open?id=0B-3p3M5bUWyGNzI1ZjUwMjItYmU3ZC00OGQyLWEyZTAtMDdjNWQ4NGEwN2Ey)

([Questions4Reflection Teacher Notes](https://docs.google.com/document/d/1ttpV1dJVu5WJ7k6TobWxDlxMMX6yo9Y_kCf4wmRgrls/edit))

1. [Questions for Reflection - Student Voice](https://docs.google.com/document/d/1evdlIsrlREwFXQvdGiQ0EQeZINmk5iUWOi_G1kucRMA/edit)
2. [Questions for Reflection - Profession of Choice](https://docs.google.com/document/d/1_JyyKKMAlsANiD86UNvlZF8YFM_zx8AQkJSfLqw4MJk/edit)
3. [Questions for Reflection - Local Community](https://docs.google.com/document/d/1RFJiRWT7NubjC_qrEBoqAJQ4WX0kUHmNURdvP2__el0/edit)
4. [Questions for Reflection - Leadership](https://docs.google.com/document/d/1rkkihVLvZ3YWFukLBY-Xv1_W-YH8G0298BlXrHyb6VU/edit)

School Culture

Active Collaboration & Cooperation

[Team Building Activities](https://docs.google.com/open?id=0B-3p3M5bUWyGOGY2MzMzMmYtZDMxOC00MzUwLWI0NzItOTYyYTU1NzVlZDVm)

1. [Minefield](https://docs.google.com/open?id=0B-3p3M5bUWyGZDQwZDM5ZWQtYjAxMy00Zjg2LWJjYzUtMzJkOWI0OTIzYzky)
2. [Predictions Day 1 - 2060](https://docs.google.com/document/d/1mK6y3XSJYPX_4bCZSqGy-Ke3qE9IXFVXkJaLVy7UucA/edit) ([Folder](https://docs.google.com/open?id=0B-3p3M5bUWyGYjQ4NDBkNjktNjVkZC00NDMyLWE0MzMtMGRlZDEwZTA3ODMy) w/Readings)
3. [Predictions Day 2 - The Problem With Predictions](https://docs.google.com/document/d/1BrnkF9pXgv8m5fAG7NtXpRo_-fqxtvz64zz81bmVvoI/edit)

[Design Jam](https://docs.google.com/open?id=0B-3p3M5bUWyGNGNlODllYzgtY2EwNS00NTBmLThiNWUtMmFjMGU1ZTU2ZTlh)(s)

1. Design Jam - [Snow](https://docs.google.com/document/d/1GsTYjYHjgN3-hRy-HypM9HX9d4jBTuyuCxbuZh-ZNuw/edit)
2. Design Jam - [Spaghetti Tower](https://docs.google.com/document/d/1AmnNltI-JAeqxKNSBoXHzYetxnGlx9-HOFFMD45Dk8c/edit)
3. Design Jam - [Spaghetti Tower Revisted](https://docs.google.com/document/d/1arb9eNLfmVJpHxtW3NTYA8SkA8DiJ5NvRJPhJ_lt-k4/edit)
4. Design Jam - [Marshmallow Bridge](https://docs.google.com/open?id=0B-3p3M5bUWyGMjI3YzNlMWEtNWY2YS00ZDllLWFmMDgtY2ZkOWVkZjQyN2U2)

[Building Culture Through Food](https://docs.google.com/folder/d/0B-3p3M5bUWyGbHhPVjNTTmVqR0E/edit)

1. [Building Culture Through Food - Lesson 1](https://docs.google.com/document/d/1eQ-7KoaMOpWeSlSiGfCl9d60L6OsCGKXOB4_Enf6-kQ/edit)
2. [Building Culture Through Food - Lesson 2](https://docs.google.com/document/d/1jd_B1M5tu7jqgE9aN8NeoM8xp1uMj1_CJgmr4xg0-RI/edit)
3. [Building Culture Through Food - Lesson 3](https://docs.google.com/document/d/1myJQpnRqPa7TxjmntCLl5VhrNAqYY5xwZVAvsLsibD4/edit)
4. [Building Culture Through Food - Lesson 4](https://docs.google.com/document/d/1qLMm2p4QS-sOBtosVwsqWl6dSHrXKNCgC_W-4FErVJ4/edit)
5. [Building Culture Through Food - Lesson 5](https://docs.google.com/document/d/1in3pu5ndE3oh89F5fTptDdbtLVrXNhbc8OaGXiUMm1c/edit)
6. [Building Culture Through Food - Lesson 6](https://docs.google.com/document/d/1zW02E3AHAZ72c5DCk0FdIrvoCF7ebU2iSI4eNmJgp-c/edit)

Community & Network

Gendered Advisory

Hybrid/Blended Learning

Open Couseware

1. [Open Courseware - Introductory](https://docs.google.com/document/d/1dnFUCIbbRHigQ-RCmRB5qSGNj-FqxSSP5vHdlPMJ8Z0/edit)
2. [Open Courseware - Intermediate](https://docs.google.com/document/d/112PgFerZxF5aq0dYjqssmDQNnzpeV1kUG5tvpAVQGZA/edit)

Leadership

1. [Defining Success](https://docs.google.com/document/d/1Lu4tAkQPflupP_iuhi5C6uSL5DzJQ5nj87vyZ1zwgyA/edit)
2. **Leadership Freak**

Leveraging Learning Networks

1. **Twitter for research**
2. **Facebook = Good Learning**

Personalized Learning Plan

Community

[40 Key Lessons For Building Community in Advisory/Community Circle](https://docs.google.com/document/d/15GlfJF5PnAVAAJv42efo152h69Idb2H17YcUuGHO5iM/edit)

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**Advisory in Student-Directed Project-Based Learning Environment - Full Version**

Section I - Project Cycle

Section II - [School Culture](https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit#bookmark=id.z68bmxp4cq2t)

Section II - [Personalized Learning Plan](https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit#bookmark=id.oamb0to69nc1)

Section I Project Cycle

Chapter I - Project Cycle 1st Iteration

Topic I - Evaluation Meetings

Topic II - Event Night Prep

Topic III - Generating Project Ideas

Topic IV - Learning Artifacts

Topic V - Product

Topic VI - Proposal Meeting

Topic VII - The Anatomy of a 10-week Project Cycle

Topic VIII - The Magic Triumvirate (Detailed Questions, Task List,

Sources)

Topic IX - Turning Passion Into Projects

1. [Turning Passion Into Project Ideas](https://docs.google.com/document/d/1FbY85BYm0QKFh4Io2eeUS37r3BdJmPlnFAQjS8F3xKY/edit)

**Focus:** Project Cycle 1st Iteration, developing project ideas, multiple intelligences, student choice & student voice

[Activity was implemented on 8/16/2011 for first time](https://docs.google.com/document/d/1KK7dey2KwT8pg6v72Jpm-davH8P-1w6wnVoFM_MzMQc/edit)

**Key Outcomes:**

Students will explore interests of self and others

Students will understand how a project idea can be generated off of passion

Students will connect interests to potential learning opportunities

**Materials:** 20 sticky notes per student, 1 10x13 piece of construction paper per student, scotch tape, markers, pens, large open space

**Plan: see below**

Parts to whole breakdown of Phase I (10 - 15 minutes)

1. Students enter through two doors and are given a packet of sticky notes, a marker, and a 12 x 18 sheet of poster board
2. All participants (including teachers) sit in the circle
3. Facilitator begins with opening quote:
   * *"There are risks and costs to a program of action. But they are far less than the long range risks and costs of comfortable inaction."*

*-John F. Kennedy*

* Explain: today I’m asking you to be open and share what you’re passionate about. Please take a risk with me. For the next three minutes, please write down every single passion you have on sticky notes. I’ve already done 5.
  + Show five sticky notes (Pancakes, Basketball, Faith, Fatherhood, Wife, etc
* 3 minutes - get in the flow and list all of your passions, go ahead and pile them up, little, big, small, random is good. The more the better
* What I want you to do right now is take that sheet of paper you got when you entered, write passion in the middle of the paper, and go ahead and map your passions.
  + Show my map of pancake, faith, fatherhood, emmy, and other passions I’ve added)
* When you're finished, grab four pieces of masking tape, and go ahead and tape your passion sheet along the butcher paper.

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Phase II - Critiquing the gallery (12 minutes)

Stealth - Mime - Respect - Reflect

I. Comment - provide written feedback on each other’s passions (silent, 3 minutes)

II. Respond to comments - (silent, 3 minutes)

III. Stepback - see the product, final chance for comments before the process ends (silent 3 minutes)

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Phase III - linking passions to projects (30 minutes)

1. Another piece of gigantic butcher paper is put on an opposite wall, the facilitator writes PROJECTS in the center of the paper
   1. While this is going on, students pick up to ten of their passions from their sheet and replicate each of those passions on a new sticky note
2. Advisors turn into facilitators at this point, they begin to write traditional curricular areas on the butcher paper as separate bubbles from PROJECTS: MATH, SCIENCE, SOCIAL STUDIES, ENGLISH- are all separate bubbles off of LEARNING Kornerstone, they are written about two inches high & are a few inches from PROJECTS
   1. Facilitator enters and writes SYSTEMS, DESIGN, and COMMUNITY BUBBLE,
      1. A brief 30-second explanation is given of each Kornerstone Area
      2. Facilitator makes the connection between passions and project ideas
      3. highlights openness of ideas and Kornerstone learning community
   2. Magic Markers are presented
      1. Rules of the magic marker
         1. Used to write new new project areas
         2. A student grabs a magic marker and says to the group, “I propose we have a new project idea group called \_\_\_\_\_\_\_\_\_.”
            1. Consensus is determined, either new group is created or proposed group is listed under one of the Kornerstone areas as a subgroup
            2. **EITHER WAY, every proposed group idea by the magic marker gets placed on the PROJECT board.**

**the only consensus is to determine if the proposed group is a new area or a subgroup**

* 1. Students begin placing passions on PROJECT board, Facilitators assist these students, if available, another facilitator mingles with students not participating

1. Reflection
   1. Students journal on their experience for 10 minutes - Open Journal
      1. Prompts for those needing them
         1. What struck you?
         2. What did you learn about yourself?
         3. Did you like this?
         4. What would you change?
         5. Did you see how your passions are project ideas?

**===================================================**

**Outcomes from 8/16/2011**

<https://plus.google.com/photos/109367182994873691753/albums/5749859413579335441?authkey=CLSvwuLpkIiQrwE>

=====End of Lesson=====

Chapter II - Project Cycle 2nd Iteration

Topic I - Assessments/Evaluations

Topic II - Citations

Topic III - Community Experts

Topic IV - Essential Questions/Driving Questions

1. Lesson - [Crafting a Driving Question - Intermediate](https://docs.google.com/document/d/16NP7skwq5HC5WtahxQ10dbUhfs9Jc6f4JlB_ZmsXtK8/edit)

Crafting a Driving Question - Intermediate

Advisory

**Focus**: Essential Question; Driving Question, learning process; communication, critical thinking,

project process

**Key Outcomes:**

Students will examine four different types of driving questions

Students will create their own driving question

Students will share out their driving questions

**Materials**: Butcher paper, markers, construction paper, design journals

Article: http://www5.esc13.net/thescoop/insight/2012/02/stem/

**Plan**:

1.Before students enter the room, tape four pieces of equal sized butcher paper (6’ x 30”)

against the first piece of paper is labeled ABSTRACT/CONCEPTUAL. The second piece

of paper is labeled CONCRETE. The third piece of paper is labeled

PROBLEM-SOLVING. The fourth piece of paper is labeled DESIGN/CHALLENGE.

2.Circle up, opening prompt: *If our school could document, or curate, one thing we do here, what would it*

*be?* (examples if students are struggling include, experience week, year-round school, 1:1

devices, etc)

3.Follow up prompt: *What if a school did that with driving questions, would that be helpful to you as a*

*student?*

4.Direct students to link above, and refocus by telling them a school in Texas known as

T-STEM has documented the four types of of driving questions they use at their school.

5.Divide students into groups of 3-4 and have them read through the article. Once completed,

have the students do a THINK/PAIR/SHARE within their groups.

Think - students journal a sentence or two about what struck them from the article

Pair - get a partner from their small group

Share - each student talks up to a minute about the article

6.Both groups discuss the article further, once completed, have each student complete a

different type of driving question on their own in their design journal, and then bring it back

to the small group. Each student attempts just a single type of driving question. The four

different types of driving questions outlined in the article are:

1.Abstract, conceptual

2.Concrete

3.Problem-solving

4.Design Challenge

7.Once the students have shared out their driving questions with their small group, they are

able to tweak them. Once satisfied with their driving question, students should write out the

question on construction paper.

8.Have students tape their finished driving question to the corresponding piece of butcher

paper.

9.Gallery walk

10.Discussion/Takeaways/Reflection

====End of Lesson====

Chapter III - Curate

Topic I - A[nnual Portfolio](https://docs.google.com/open?id=0B-3p3M5bUWyGNHVSd3Z1QjBUQi1heFdQQWFvSDRSZw)

Lesson 1 - Overview

Directions for your

Annual Portfolio

**OBJECTIVE**

To create an Annual Portfolio: a detailed, creative, and organized record of what you learned this year, your educational process, and your goals.

**GENERAL SET-UP *(beginning of year)***

1. Create a folder on your laptop to store your Annual Portfolio and related documents. Give it an appropriate title like “Michael’s Annual Portfolio 2012-13.” (You may want to save a back-up copy on the server as well as well.)
2. Inside the Annual Portfolio folder, create a minimum of 10 folders labeled as follows:
3. Formal Project
4. Elective Project
5. Seminars (each seminar gets a folder)
6. Service Learning
7. Math
8. Literacy
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project *(\*Create one of these folders for each of the individual and group projects you complete this year.)*

**PROJECT DOCUMENTATION *(throughout the year for each project)***

1. Take digital photos of non-computer-generated products.

a. If necessary, edit/modify photos.

b. Save final photos in corresponding project folder.

2. Save all written work (including products, Works Cited, and End-of-Project Analysis)

in corresponding project folder.

3. In your Overview Presentation, create a new slide that summarizes your project. Include:

a. Minimum of one graphic (preferably photo of project or presentation)

b. Brief written overview, including topic and what you studied/learned

c. Links to project components (products, analysis) in corresponding project folder

**END OF YEAR PORTFOLIO COLLECTION**

1. [Phase I](https://docs.google.com/document/d/13ogC9PlMb5w7uEGOtOF1_9MxfMw7UxKumCJxmF59-Co/edit) - [Document PLP](https://docs.google.com/document/d/1WY32Jsn6XzPe8ybKEe74TH7nix50sFXUuk5_u8fxaNo/edit) with high lights, low lights, and learning experiences from each project cycle (Day 1 only)
2. [Phase II](https://docs.google.com/document/d/1wsi1TobxJbOAmT4ZHD4l83mFddbGWEINV-kfOzVPKtQ/edit) - Write Year End Analysis 1.0
3. [Phase III](https://docs.google.com/document/d/1xY8X_40dlbWhwIzRoZ_PJgYGEiq5vggafvjfBGjiTps/edit) - Create Year End Slideshow
4. [Phase IV](https://docs.google.com/document/d/1UjXZ_Vx7RFxsMkeQn-0wR5gCBV2EihuYd6KUlrVTcE4/edit) - Create Video
5. [Phase V](https://docs.google.com/document/d/1drTZZEDBcWjB8-lEMwIKl5ZpalUr6rL6ZlCWr7Y_ZC4/edit) - Curate Annual Portfolio
6. [Phase VI](https://docs.google.com/document/d/1ns_MLQzBCPE7FEqYowTLPTyA616vVrxv6fiRGNKy0es/edit) - Celebrations
7. *In order for a student to transition from one phase to the next, they must complete the entire phase. Example, a student should not go from creating a video to creating a slideshow and saving the writing for last. The phases are designed in the specific order for a reason.*

Process

Day 1 whole group/design

1. Overview of activity
2. Breakdown tools
3. Outline expectations
4. Guided design time

Day 2 work sessions (beginning, intermediate, advanced)

1. Meet whole group
2. Review tools, expectations, process
3. Divide into three groups
4. Beginners - assisted by multiple teachers and students. Have 45 minutes of time to work with multiple people assisting them.
5. Intermediate - go to work in a different location, supervised by one teacher to trouble shoot tech problems
6. Advanced - spend first five minutes getting beginners started, then move to a different location and work unsupervised, report back when finished to assist beginners

*Modified from with permission from Valley New School <<*[*http://valleynewschool.com/resources/pdf\_forms/annual\_portfolio.p*](http://valleynewschool.com/resources/pdf_forms/annual_portfolio.p)*df>>*

====End of Lesson====

Lesson 2 - [Phase I - Documentation](https://docs.google.com/document/d/13ogC9PlMb5w7uEGOtOF1_9MxfMw7UxKumCJxmF59-Co/edit)

**Focus**: curation, documenting learning, problem solving & critical thinking

**Key Outcomes:**

Students will reflect on year

Students will document learning

**Materials**: Devices, [PLP - Goal Review](https://docs.google.com/document/d/1WY32Jsn6XzPe8ybKEe74TH7nix50sFXUuk5_u8fxaNo/edit),

**Plan**:

Phase I

1. Opening prompt: *Why is documenting our learning at our school important?*
2. Followup prompt: *How difficult is it to document our learning?*
3. Assure students they will successfully document their learning by the end of the year, and what they do today will help them measurably.
4. Have students log into Project Foundry and get into their PLP
5. Hand out handout: [PLP Goal Review](https://docs.google.com/document/d/1WY32Jsn6XzPe8ybKEe74TH7nix50sFXUuk5_u8fxaNo/edit). Have students write in each goal and under outcome, students should write if they did or did not meet the goal.

**Keep this form in a safe place where you can find it for the rest of the project cycle**

====End of Lesson====

Lesson 3 - [Phase II - Year End Analysis - Day 1](https://docs.google.com/document/d/1wsi1TobxJbOAmT4ZHD4l83mFddbGWEINV-kfOzVPKtQ/edit)

**Focus**: curation, documenting learning, problem solving & critical thinking, communication

**Key Outcomes:**

Students will reflect on year

Students will document learning

**Materials**: Devices, [PLP - Goal Review](https://docs.google.com/document/d/1WY32Jsn6XzPe8ybKEe74TH7nix50sFXUuk5_u8fxaNo/edit)

**Plan**:

Phase II

1. Have students log into Google Docs
2. Have students ‘CREATE’ a ‘COLLECTION’; students should title collection Annual Portfolio
3. Within the ‘Annual Portfolio’ collection, students create a folder called ‘2011-12 - 8th grade’
4. Have students create a Document & title it Year-end Analysis. This document and all portfolio documents are saved in this folder.
5. Have students write Year-end Analysis.

Use the following questions to guide your writing:

§ How has your work changed/improved since the beginning of the year? Give at least one example.

§ Which projects/project components demonstrate your best work? Why?

§ What difficulties/obstacles did you run into? How did you overcome them?

§ How have your process and work habits changed since the beginning of the year?

§ What are your current academic strengths and weaknesses?

§ What are your goals for next year?

§ What are your post-high school plans?

**Analysis should be at least 2 pages in length, 12-point font, in 1.5 spacing; please share with Michael**

====End of Lesson====

Lesson 4 - [Phase II - Year End Analysis - Day 2](https://docs.google.com/document/d/1d1Ux_kHl5L6cXEf42ZeP4Q_CjTPdtv-OMkOBckfPKDA/edit)

Day 2 work sessions (beginning, intermediate, advanced)

1. Meet whole group
2. Review tools, expectations, process
3. Divide into three groups
   1. Beginners - assisted by multiple teachers and students. Have 45 minutes of time to work with multiple people assisting them.
   2. Intermediate - go to work in a different location, supervised by one teacher to trouble shoot tech problems
   3. Advanced - spend first five minutes getting beginners started, then move to a different location and work unsupervised, report back when finished to assist beginners

====End of Lesson====

Lesson 5 - [Phase III - Year End Slideshow - Day 1](https://docs.google.com/document/d/1xY8X_40dlbWhwIzRoZ_PJgYGEiq5vggafvjfBGjiTps/edit)

**Focus**: curation, documenting learning, problem solving & critical thinking, communication

**Key Outcomes:**

Students will reflect on year

Students will document learning

**Materials**: Devices, PLP - Goal Review

**Plan**:

Phase III

1.Have students log into Google Docs

2.Have students ‘CREATE’ a ‘SLIDESHOW’; students should title collection Annual

Portfolio

3. Students save the slideshow within the ‘Annual Portfolio’ collection

4.Have students use the following format for their slideshow:

Organize the slides in your Overview Presentation in the following order:

a. Title slide

b. Autobiography slide

c. Project slides (in chronological order)

i. Project Cycle 1

ii. Project Cycle 2

iii. Project Cycle 3

iv. Project Cycle 4

d. Math & Reading slide

e. Service Learning slide

f. Elective/Ongoing Project slide

g. Create slide that explains and links to your Year-end Analysis; insert into presentation.

h. Create Index slide, listing links to each of the other slides; insert at the end of the presentation.

**Please share with Michael**

====End of Lesson====

Lesson 6 - [Phase III - Year End Slideshow - Day 2](https://docs.google.com/document/d/1d1Ux_kHl5L6cXEf42ZeP4Q_CjTPdtv-OMkOBckfPKDA/edit)

Day 2 work sessions (beginning, intermediate, advanced)

1. Meet whole group
2. Review tools, expectations, process
3. Divide into three groups
   1. Beginners - assisted by multiple teachers and students. Have 45 minutes of time to work with multiple people assisting them.
   2. Intermediate - go to work in a different location, supervised by one teacher to trouble shoot tech problems
   3. Advanced - spend first five minutes getting beginners started, then move to a different location and work unsupervised, report back when finished to assist beginners

====End of Lesson

Lesson 7 - [Phase IV - Year End Video - Day 1](https://docs.google.com/document/d/1UjXZ_Vx7RFxsMkeQn-0wR5gCBV2EihuYd6KUlrVTcE4/edit)

**Focus**: curation, documenting learning, problem solving & critical thinking, communication

**Key Outcomes:**

Students will reflect on year

Students will document learning

**Materials**: Devices, PLP - Goal Review

**Plan**:

Phase IV

1. Have students open up iMovie or Windows Movie Maker
2. Inform students they’ll be using this program to create their year-end video
3. ALL VIDEOS MUST MEET YOUTUBE UPLOAD REQUIREMENTS (meaning, copyrighted music cannot be used in their video)
4. Year end videos should have a focus on students growth in learning and how their passions have inspired their learning.
5. Video length can run from 30sec to 15 minutes

Here are possible video ideas:

1. Interview family members and have them comment on your growth or change over the school year.
2. Interview yourself, reflecting on your growth as a learner
3. Create a [montage](http://en.wikipedia.org/wiki/Montage_(filmmaking)) from your year
4. Focus on one highlight from the year and tell a story about it
   1. First day of school
   2. First Event Night
   3. Event Nights
   4. NaNoWriMo
   5. Australia Trip
   6. Something from Experience Week
   7. Something random that meant a lot to you
5. Create a video showing how you direct your own learning

**Remember, this is promotional video for you and should be focused on you. Please share with Michael-**

====End of Lesson====

Lesson 8 - [Phase IV - Year End Video - Day 2](https://docs.google.com/document/d/1d1Ux_kHl5L6cXEf42ZeP4Q_CjTPdtv-OMkOBckfPKDA/edit)

Day 2 work sessions (beginning, intermediate, advanced)

1. Meet whole group
2. Review tools, expectations, process
3. Divide into three groups
   1. Beginners - assisted by multiple teachers and students. Have 45 minutes of time to work with multiple people assisting them.
   2. Intermediate - go to work in a different location, supervised by one teacher to trouble shoot tech problems
   3. Advanced - spend first five minutes getting beginners started, then move to a different location and work unsupervised, report back when finished to assist beginners

====End of Lesson====

Lesson 9 - [Phase V - Curate](https://docs.google.com/document/d/1drTZZEDBcWjB8-lEMwIKl5ZpalUr6rL6ZlCWr7Y_ZC4/edit)

**Focus**: curation, documenting learning, problem solving & critical thinking, communication

**Key Outcomes:**

Students will reflect on year

Students will document learning

**Materials**: Devices, Directions for uploading files to the server, PLP - Goal Review,

**Plan**:

Phase V

1. Have students login to Google Docs and get to their Annual Portfolio Collection
2. Students should open up a new tab (COMMAND T)
3. Have students login to blogger on their new tab
4. Students need to create a page on blogger. This page should be titled ‘Year End Annual Portfolio.’
5. Students should load their Year-End Analysis, Slideshow, and Video to this page.
6. Students then need to login to the server, and save their Annual Portfolio Collection to the Server (SEE Handout: *Directions for uploading files to the server*)
7. Students should also load any valuable products/artifacts to the server

**Remember, this is promotional video for you and should be focused on you. Please share with Michael-**

====End of Lesson====

Lesson 10 [Phase VI - Celebrate](https://docs.google.com/document/d/1ns_MLQzBCPE7FEqYowTLPTyA616vVrxv6fiRGNKy0es/edit)

**Focus**: celebrating learning

**Key Outcomes:**

Students will celebrate learning

Students will celebrate their peers learning

**Materials**: Devices, Projector w/Dongle or HDTV, Student Annual Portfolios

**Plan**:

Phase VI

1. Have students circle up and share out Year End Portfolios.

====End of Lesson====

Topic II - Project Documentation

Topic III - Product/Learning Presentation

Lesson 1 - [An Introduction to Publishing Material Online](https://docs.google.com/document/d/1Zpbnkpu4nlSHSuyUgF36ZSnyGDGrSngOtIfnIwROmgo/edit)

**Focus**: publishing content, product, portfolio,

**Key Outcomes:**

Students will explore new websites with positive educational opportunities

Students will experience publishing websites

Students will consider

**Materials**: Devices

**Plan**:

1. Circle up
2. Opening prompt: *how many of you have published something you’ve created before to a website? Which one?* Have a discussion
3. Put links to Issuu, Scribd, and Slideshare.net in a common place where students can access them from their devices.
4. Provide students with ten minutes to explore the sites. Suggest they look for content that interest them.
5. Circle up, have each student report out and what they found out about each site

If conversation stalls, here’s an example of each site:

Issuu for a professional magazine:<http://issuu.com/passportpublications/docs/mjci_2011>

Professor publishing slideshow for course<http://www.slideshare.net/opencontent/why-be-open>

Kornerstone School Planning Grant<http://www.scribd.com/doc/35757284/Kornerstone-Charter-School-Planning-Grant>

====End of Lesson====

Lesson 2 - Types of Research - Information Design

Advisory

Information and Graphic Design

**Focus**: publishing content, product, portfolio, design

**Key Outcomes:**

Students will explore new websites with positive educational opportunities

Students will examine different types of research

**Materials**: Devices, journals, something to write with, following video from iTunesU<http://itunes.apple.com/us/itunes-u/visual-rhetoric-video/id439286574?i=95461041>

**Plan**:

1. Circle up
2. Opening prompt: *What is research?*
3. Have students come up with a working one sentence definition of research.
4. As a verb, research means: *Investigate systematiclly*. How does that change your working definition?
5. Inform students that research has long been synonymous with collect data, conduct experiments, studies, or surveys. Recently, there has been an explosion of how research is displayed.
6. Show video from London School of Economics about visual rhetoric
7. Ask students to share how they have visually displayed information
8. If time permits take students to [Fast Company’s Infograph of the Day](http://www.fastcompany.com/tag/infographic-day).
9. Have students explore various infograph
10. Closing prompt: *how can you visually display your learning?* (examples: math progress, books read, topics learned, various passions)

====End of Lesson====

Topic IV - Tagging

Chapter IV - Employability Traits

Topic I - Collaboration

Lesson 1 - [Seven Skills for Effective Collaboration](https://docs.google.com/document/d/1h0XLLcmlmWsjkybiNZbJ5RK3SRUNbLL1dZX1RSNToMI/edit)

Advisory

Seven Skills for Effective Collaboration

**Focus**: teamwork, collaboration, trust, relationships

**Key Outcomes:**

Students will analyze factors leading to communication

Students will self assess their ability to collaborate

**Materials**: Devices, journals, something to write with, sticky notes

**Plan**:

1. Circle up
2. Opening activity: Each student gets three sticky notes
   1. On one sticky, have students provide a definition of collaboration
   2. On another sticky note, have students sketch a time when they did not use collaboration (worse practice example)
   3. On a third sticky note, have students list the skills they think are necessary to have great collaboration
3. When finished, have students post one of their sticky notes in a common place (on a wall, in the table, on a whiteboard, etc)
4. Recircle. Have students close their eyes. Pass out collected stickies to students and have them report out their interpretation of what their peers wrote.
5. Send students to this link:

<http://www.anecdote.com.au/archives/2008/09/seven_personal.html>

1. Have the students read the blog independently or in groups
2. React, reflect, and discuss.

7 Skills of Collaboration Are:

1. How to [apologize](http://www.anecdote.com.au/archives/2007/02/reestablishing.html)
2. How to advocate your point of view without harming your collaborator's feelings
3. How to spot when a conversation gets emotional and then make it safe again to continue meaningful dialogue
4. How to listen and get into the shoes of your collaborator
5. How to define a mutual intent that will inspire action
6. How to tell and elicit stories
7. How to get things done so you have something to show for your collaboration

From: http://www.anecdote.com.au/archives/2008/09/seven\_personal.html

====End of Lesson====

Topic II - Good Communication

Lesson 1 - [What Employees Need](https://docs.google.com/document/d/1_zsnUnTXhkecaeuTqkMMFp4ESwrei8RqiN1E6lWiULQ/edit)

Profession of Choice - What Employees Need - Introductory

Advisory

**Focus**: employability, communication, leadership,

**Key Outcomes:**

1) Students will make predictions

2) Students will role play being in a position of authority

**Materials**: Devices, sticky notes,

Article:<http://www.inc.com/jeff-haden/the-8-things-your-employees-need-most.html>

**Plan**:

1. Circle up, opening prompt: *What do you think employees need most from their bosses?*
2. Have students answer the prompt individually on sticky notes. Provide 3 minutes of writing time.
3. Circle back up and share out responses.
4. Generate an advisory top 10 list of must have’s from bosses
5. Get students to the article linked above
6. Have students read the article (10 minutes)
7. Recircle, discuss article.  
    Possible Discussion Questions  
   -*How is being an employee similar to being a student? Do you want the same things from your teachers as employees want from their bosses?  
   -How many of the topics on the list were a surprise. Where any of the items not on a single students top ten list?  
   -How does this article connect to the Employability Traits?*

====End of Lesson====

Topic III - Problem Solving & Critical Thinking

Topic IV - Social Responsibility

Topic V- Work Ethic

Chapter 5 - Learning Cornerstones

Topic I - Community

Topic II - Design

Topic III - Learning

Lesson 1 - [Bloom’s Taxonomy - Introduction](https://docs.google.com/document/d/18TusU-2Z5WiwKMSFOXEWQSJ9hcwDr8Klsy0vVQrRyTg/edit)

Bloom’s Taxonomy - Introduction

Project Cycle 3

**Focus**: Blooms Taxonomy; learning process; creativity; verbs

**Key Outcomes:**

1) Students will create their own examples from the six domains of Bloom’s Taxonomy

2) Students will be introduced to Bloom’s Taxonomy

**Materials**: Devices, two sticky notes per student (each of a different color), large writing space for advisor, print out:<http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm>, red marker, projector & Dongle, or TV & HDMI cable, storyboard templates

**Plan**:

1. Initial CFU: On one sticky note, have students draw a pyramid. Ask them to draw in the six domains of learning for Bloom’s Taxonomy.
2. Report out sticky notes.
3. On the large writing space for the advisor, draw a large pyramid. Fill in the pyramid to with the terms from the image below. Draw a red line between Applying & Analyzing. Explain to students, any task below the red line can be done by a computer quicker than human.
4. Show picture of the old Bloom’s Taxonomy.
5. Ask students why they think there was a change from evaluating and creating.
6. Show the 3 minute Youtube clip *Bloom's Taxonomy According to Pirates of the Caribbean*<http://www.youtube.com/watch?v=qjhKmhKjzsQ>
7. Handout Storyboard Templates
8. Have students create their own example of a single learning experience that encompasses all six domains on the storyboards.
9. Have students share out storyboards.
10. Closing prompt: *What connection between the Bloom’s Taxonomy and your learning can you make?*

====End of Lesson====

Lesson 2 - [Bloom’s Taxonomy - Intermediate](https://docs.google.com/document/d/1K20Qv2iuVDAMV3GjNgi_yAaJ6KVgRNPFVC54eudbRus/edit)

**Focus**: Blooms Taxonomy; learning process; creativity

**Key Outcomes:**

1) Students will tell their definition of a previously learned concept (Idea Economy).

2) Students will separate their school experience from others.

3) Students will create examples of three variables impacting education.

**Materials**: Devices, butcher paper, various colored markers

**Plan**:

1. Students define Idea Economy (whole group).
2. Have students Watch Tom VanderArk’s *The Power of Personal Learning*<http://www.youtube.com/watch?feature=player_embedded&v=F4sRKlpPp_8#!>
3. While students are watching TED Talk, place about twelve feet of butcher paper on a wall. Divide the paper into three columns.
4. Have students pair up and discuss what struck them.
5. Report back whole group and have partners report out.
6. When facilitating discussion, ask students what are the three variables impacting learning (1. Customization 2. Motivation 3. Equalization). When students provide a response, place it as a header in one of the three columns of the butcher paper.
7. VanderArk made reference to the Idea Economy, have students reflect on how the three variables impacting learning effect their future occupations. Is a world of equal education opportunities a good thing?
8. Students select a marker, go to one of the three columns of Customization, Motivation, or Equalization & draw a picture of an example one of those three variables taking place.
9. Further discussion following drawings.

====End of Lesson====

Lesson 3 - [Bloom’s Taxonomy - Advanced](https://docs.google.com/document/d/1jOKbokVcWk7Vbui7qDF3ck9CPYE6K1XPBrChgOFdWQ8/edit)

Idea Economy - Advanced

Project Cycle 3

**Focus**: Blooms Taxonomy; learning process; creativity

**Key Outcomes:**

1) Students will connect the education one receives to future occupation acquired.

2) Students will collaborate to read an entire article.

3) Students will argue their perceived skill sets required to succeed and construct a definition of success.

**Materials**: Devices, this article: http://www.wired.com/wired/archive/2.03/economy.ideas\_pr.html, Handout: *Blooms Pyramid*

**Plan**:

1. Provide students with “Blooms Pyramid Handout” (individually) or show Blooms Pyramid Slide & have students fill in the six areas (Creativity, Evaluating, Analyzing, Applying, Understanding, Remembering)
2. Divide students into 5 small groups
3. Take students to this article:<http://www.wired.com/wired/archive/2.03/economy.ideas_pr.html>
4. DO NOT PROVIDE STUDENTS WITH ANY BACKGROUND INFORMATION
5. Have each group read 20% of the article. Each group reads a different 20%. People in the group read independently.
6. When finished reading, people in their small groups think/share what they read. They create a summary of what they read.
7. Circle up whole group, each group reports out their summary
8. Advisor reveals:  
   *And finally, in the years to come, most human exchange will be virtual rather than physical, consisting not of stuff but the stuff of which dreams are made. Our future business will be conducted in a world made more of verbs than nouns.*
9. Discussion: ask students to discuss the skills they think they’re going to need to be successful in the Idea Economy. Challenge their notions; especially, of success.

====End of Lesson====

Topic IV - Systems

====End of Lesson====

Chapter VI - Skill Sets (ongoing)

Topic I - [Interviews](https://docs.google.com/open?id=0B-3p3M5bUWyGZmQ3NmE5MDMtOGVkYi00YjYyLThkNjQtODRlNTBhMDdiMWEz)

Lesson 1 - [Introductory - Day 1](https://docs.google.com/document/d/1sMsHiWs_Zbx5O6fbkiaM23UNGbwZxDOeRlfwQstJnW4/edit)

Interviews - Introductory

Project Cycle 3

**Focus**: communication; creativity, project process, community involvement

**Key Outcomes:**

1) Students will analyze an interview

2) Students will create a script of questions to use for the interview

3) Students will construct a video of their interview

**Materials**: Devices with parent interviews, dongle & projector, or TV & HDMI cable, Handouts: *Kornerstone School Interview Scripts,* & *Interview Script Graphic Organizer*

**Plan**:

1. Circle up, opening prompt: *Tell a ‘this one time story’ about conducting an interview. How did it go?*
2. Students pair up
3. Handout *Interview Scripts*
4. Have students role play setting up a phone interview
5. Circle up whole group and share out experiences with the script; then ask *what makes a good interview?* Open discussion.
6. Handout [*Interview Script Graphic Organizer*](https://docs.google.com/document/d/1I82Qsj_IIqqTqklJQLt8haFRDBh1rqOi8WmnO6n3d-o/edit)
7. Ticket to leave: students create 3-5 interview questions based on a single topic for an interview with their parents. Please conduct checking for understanding. Provide students struggling with the assignment the following topic: *What was high school like for you?* Students then create five questions off of that prompt.
8. MAKE SURE STUDENTS KNOW HOW TO USE PHOTOBOOTH on MacBook/iPad. Students with HP’s get to take iPad home for the night.

**Homework:**

1. Interview your parents
   1. Set Photobooth in a place that will capture the interview
   2. Bring back the interview to KS and be ready to show it during Advisory tomorrow
   3. If you’re parents are unavailable, interview one of your friends parents or an advisor

====End of Lesson====

Lesson 2 - I[ntroductory - Day 2](https://docs.google.com/document/d/1t5MYwf2gTwwuh6EqWJBNZNq-ngATCpynh-Ve6W2I6bk/edit)

Interviews **Day 2** - Introductory

Project Cycle 3

**Focus**: communication; creativity, project process, community involvement

**Key Outcomes:**

1) Students will analyze an interview

2) Students will provide feedback

3) Students will reflect

**Materials**: Devices with parent interviews, journals & something to write with

**Plan**:

1. Students get into groups of three and share out parent interviews on their devices
2. Students viewing interview provide sandwich feedback. Sandwich feedback is: 1 thing they liked about it, 1 thing that could be improved, 1 thing they found interesting/funny/intriguing.
3. Form new groups and repeat the process.
4. Last 15 minutes should be spent journaling. Possible prompts: *what did they learn about their parents? What did they thing of feedback from peers?* Some students will be able to write for 15 straight minutes without a prompt, other students will need prompts throughout.

====End of Lesson====

Lesson 3 - [Intermediate - Day 1](https://docs.google.com/document/d/1M-VjiZOnmWVbD37HaqMUJU9mQwXyMvmQUHzISB2ZoY0/edit)

Interviews - Intermediate

Project Cycle 3

**Focus**: communication; creativity, project process, community involvement

**Key Outcomes:**

1) Students will conduct an interview

2) Students will create a script of questions to use for the interview

3) Students will construct a video of their interview

**Materials**: 15 handouts of *Interview Script*, 15 handouts of [*Interview Graphic Organizer*](https://docs.google.com/document/d/1I82Qsj_IIqqTqklJQLt8haFRDBh1rqOi8WmnO6n3d-o/edit)*,* devices (especially mobile devices if owned by student), Photobooth on MacBook Air’s or iPads for students without Apple device, headphones (if available), sticky notes

**Plan**:

1. Opening prompt: how do you feel when you hear the sound of your own voice?
2. Handout *Interview Graphic Organizer*
3. Have students complete graphic organizer by selecting a topic and five questions.
4. Have students open up the program Photobooth on their computers  
   Students should click down on the video record button
5. Students should record themselves going through the questions on the graphic organizer & then listen to their recording.
6. Students circle up and reflect on what they thought about their voices (universally, all people other than Marv Alberts hate the sound of their voice)
7. Students bring back to the circle one area of improvement written on the sticky note. An area of improvement could be from the sound of their voice, tempo-rate of speech, appropriate inflections, etc

**Homework:** All students must have an interview with a community expert for their formal project during the current project cycle. Community expert should not be a relative and should be someone the student does not already know.

====End of Lesson====

Lesson 4 - [Intermediate - Day 2](https://docs.google.com/document/d/1o0swNywZp955pm5yuEZRdObrV7allUbj-i0CJbx7Ce0/edit)

Interviews **Day 2 & 3** - Intermediate

Project Cycle 3

**Focus**: communication; creativity, project process, community involvement

**Key Outcomes:**

1) Students will analyze an interview

2) Students will reflect on script of questions to use for the interview

3) Students will provide critical feedback to their peers

**Materials**: TV or Project w/Dongle, student devices with interview of community experts, Rubric - *Interview Rubric*

**Plan**:

1. Open with a fist of five on how students felt their interview went.
2. Divide students into groups of 4
3. Pass out three copies of *Interview Rubric* to each student
4. Each student needs to assess the interviews of the students in their group & provide feedback to that person
5. Begin showing student interviews
6. Last 15 minutes are dedicated to providing feedback to students who have had their videos shown

Day 3

Repeat 4, 5, & 6 above, then end with a discussion around the following prompt: *What did you learn* or *what struck you about the process?*

====End of Lesson====

Lesson 5 - [Intermediate - Day 3](https://docs.google.com/document/d/1o0swNywZp955pm5yuEZRdObrV7allUbj-i0CJbx7Ce0/edit)

Same Lesson as Intermediate - Day 2 (lesson directly above this one)

====End of Lesson====

Lesson 6 - [Advanced - Day 1](https://docs.google.com/document/d/1aIE9wyhN3sUdY9lxtE3ev8oT3WIkN0TjgymwHgNXW3M/edit)

Interviews - Advanced

Project Cycle 3

**Focus**: communication; creativity, project process, community involvement

**Key Outcomes:**

1) Students will conduct an interview

2) Students will create a script of questions to use for the interview

3) Students will construct a video of their interview

4) Students will take a stance on an issue

**Materials**: Devices, Rubric - *Interview Rubric*, 3x5 notecards

**Plan**:

1. Opening prompt: *On a scale of 1-5, 1 being awful & 5 being awesome, how do you feel you are at conducting interviews?* Have students show their answers to the whole group.
2. Discussion: have students discuss their experiences conducting interviews.
3. Let students know, “we’re going to switch gears now, and come back to interviews in a bit.”
4. Hand a notecard to each student
5. Ask the students to write down between 3-10 issues they would take a clear stance on. Examples, open campus lunch, driving age remaining at 16, abortion, gay marriage, etc
6. Have students share out the issues they’re willing to bring back to the circle
7. Once the discussion dies down, provide students with up to ten minutes to determine the following: *What local people have the opposite stance you do? Conduct research and write the name & contact information of the person with the opposite stance of yours on your notecard (*stipulation, the person with the opposite stance cannot be a KS student)
8. Handout Interview Rubric
9. Inform students they have one week to set up, and conduct the interview. The interview should be recorded so it can be shared out.

====End of Lesson====

Lesson 7 - [Advanced - Day 2](https://docs.google.com/document/d/1eo80yS9DjvXbok44Ba4djth4wb45EvvSx6hKziyKsRc/edit)

Interviews - Advanced

Project Cycle 3

**Focus**: communication; creativity, project process, community involvement

**Key Outcomes:**

1) Students will analyze an interview

2) Students will create a script of questions to use for the interview

3) Students will construct a video of their interview

4) Students will take a stance on an issue

**Materials**: Devices, Rubric - *Interview Rubric*, 3x5 notecards

**Plan**:

1. Opening prompt: *On a scale of 1-5, 1 being awful & 5 being awesome, how do you feel your interview went?* Have students show their answers to the whole group.
2. Discussion: have students discuss their experiences conducting interviews of people who believed differently than they do.
3. Provide students with 10 minutes to upload videos to common viewing source (Youtube, school server).
4. Hand three copies of Rubric - *Interview Rubric*
5. Ask the students to assess at least three of their peers. Inform them, they’ll be sharing their feedback with the student they’re assessing.
6. Play student interviews. You will probably only have time for 5-8 interviews. Have student volunteer or draw names randomly if everyone volunteers.

====End of Lesson====

Lesson 8 - [Advanced - Day 3](https://docs.google.com/document/d/1eo80yS9DjvXbok44Ba4djth4wb45EvvSx6hKziyKsRc/edit)

Same Lesson as Advanced - Day 2 (lesson directly above this one)

====End of Lesson====

Topic II - Process

Lesson 1 - [Mid-Cycle Review](https://docs.google.com/document/d/1xWomY_NT28SWObY1wCIrYbx7JTyW6Oqm4RaLfzW8rTI/edit)s

Mid-Quarter Review

Completed at mid-project cycle

**Focus**: communication; learning process; creativity

**Key Outcomes:**

1) Students will reflect on their learning

2) Students will provide feedback to peers

**Materials**: Journals, something to write with

**Plan**:

1. Circle up. Tell students they will be reporting out their projects, process, and products. Provide students with 1 - 2 minutes to gather their thoughts and jot down in their journals where they are in their projects.
2. Have a volunteer to start and send the circle. Students should take between 1-3 minutes to talk about their projects.
3. When students are finished talking about their projects, their peers should raise their hands and provide questions, comments, criticism, and feedback. Many students will provide product and community expert ideas.
4. When finished circling, have students journal for five minutes and ask them to write down new ideas gathered during advisory.

====End of Lesson====

Lesson 2 - **Task Management - Deadlines**

====End of Lesson====

Topic III - [Reading](https://docs.google.com/open?id=0B-3p3M5bUWyGNDRjNDNlZDMtMjk0NC00NmY2LTg2ZDEtODJmMjE5YTBjYTg0)

Lesson 1 - [Analyzing Non-Fiction Text - Introductory](https://docs.google.com/document/d/18UjOvm2D5iDvvdbxQlVtJ_7HGSEEvie97rYOYfdf7yo/edit)

## Analyzing Non-Fiction Text

## [Study Shows Algebra iPad App Improves Scores in One School](http://mindshift.kqed.org/2012/01/study-shows-algebra-ipad-app-improves-scores-in-one-school/) A B C

Pre-reading estimates

Estimated Lexile \_\_\_\_\_\_\_ (range of 200 - 2000)

Estimated words per sentence \_\_

1 sentence explanation for your guess

Non-Fiction Strategy for Summarizing:

T - Topic

F - Two Facts

1.

2.

C - Connection

N - New Learning

Post-reading estimates

Estimated Lexile \_\_\_\_\_\_\_ (range of 200 - 2000)

Estimated words per sentence \_\_

1 sentence explanation for your analysis

# [High-Powered Plasma Turns Garbage Into Gas](http://mindshift.kqed.org/2011/12/21-things-that-will-be-obsolete-in-2020/) A B C

Pre-reading estimates

Estimated Lexile \_\_\_\_\_\_\_ (range of 200 - 2000)

Estimated words per sentence \_\_

1 sentence explanation for your guess

Non-Fiction Strategy for Summarizing:

T - Topic

F - Two Facts

1.

2.

C - Connection

N - New Learning

Post-reading estimates

Estimated Lexile \_\_\_\_\_\_\_ (range of 200 - 2000)

Estimated words per sentence \_\_

1 sentence explanation for your analysis

## [21 Things That Will be Obsolete in 2020](http://mindshift.kqed.org/2011/12/21-things-that-will-be-obsolete-in-2020/)

**A B C**

Pre-reading estimates

Estimated Lexile \_\_\_\_\_\_\_ (range of 200 - 2000)

Estimated words per sentence \_\_

1 sentence explanation for your guess:

Non-Fiction Strategy for Summarizing:

T - Topic

F - Two Facts

1.

2.

C - Connection

N - New Learning

Post-reading estimates

Estimated Lexile \_\_\_\_\_\_\_ (range of 200 - 2000)

Estimated words per sentence \_\_

1 sentence explanation for your analysis

A B C

====End of Lesson====

Lesson 2 - [Analyzing Non-Fiction Text - Intermediate](https://docs.google.com/document/d/1Ki07Hl-2MRbwb6IlRPwPi1unY3Qs0Y2y_js2nROi0tI/edit)

**Focus**: comprehension, communication

**Key Outcomes:**

1) Students will interpret data

2) Students will connect information to their day-to-day lives

3) Students will create their own infograph

**Materials**: Journals, Devices, link to this article:<http://www.fastcodesign.com/1665600/infographic-of-the-day-the-mega-companies-behind-90-of-media>

**Plan**:

1. Post this link on the Google Doc titled, “Today”<http://www.fastcodesign.com/1665600/infographic-of-the-day-the-mega-companies-behind-90-of-media>
2. Have students pair up, and the groups of two should spread out across the room.
3. Take students to the link above.
4. Have students read the article, they can consult their partner with any questions
5. There are 8 different infographs in the article. While students are reading, assign each group an infograph to be an expert of and ask them to spend up to three minutes analyzing the specified infograph.
6. When students are done reading the article, they should write a one paragraph reflection in their journal about what struck them from the article.
7. Students share their journal responses with their partners
8. Circle up whole group:  
   Advisor Choice:
   1. Have an open discussion about the article
   2. Wrap up with having groups share out their interpretation of their assigned infograph

or

1. Prepare a set of questions to have students answer from the article

====End of Lesson====

Topic IV - [Research](https://docs.google.com/open?id=0B-3p3M5bUWyGNDdjYzEyMTYtMDgzZC00NmZlLTg2ODItZjg5MzlkZGUxMzdi)

Lesson 1 - [Introduction to Scholarly Research](https://docs.google.com/document/d/1JKvb_B3HvhIuUntbz947I9_NOIoN8GF_lBLZ3IXkITQ/edit)

Introduction to Scholarly Research

***Materials:*** Google Slideshow titled *Introduction to Scholarly Research*, Handout: *Distinguishing Scholarly Journals from Other Periodicals*

***Key Concept***: Students gain an introductory **Understanding of scholarly research.**

***Activity/Process*:**

1. Open up slideshow called, [*Introduction to Scholarly Research*](https://docs.google.com/present/view?id=dgwr5w6x_0xn5mm3h8); or provide slideshow in handout form.
2. Go Through slideshow:<https://docs.google.com/present/view?id=dgwr5w6x_0xn5mm3h8>
3. Clearly outline the four different types of sources
   1. Scholarly
   2. Substantive
   3. Popular
   4. Sensational/tabloid
4. Question is posed to group: list one reason why you should use scholarly articles in your projects.
5. Students list answer and share out.
6. Students receive handout titled, “Journals & Periodicals”

***Outcome***

1. Students are introduced to scholarly research
2. Students understand scholarly journal articles have value for their projects that popular or sensational journal articles don’t possess.

Citations:

Remixed & Adapted from:

[*Distinguishing Scholarly Journals from Other Periodicals*](http://www.library.cornell.edu/okuref/research/skill20.html) -<http://www.library.cornell.edu/okuref/research/skill20.html>; Cornell University, August 15, 2003

====End of Lessson====

Lesson 2 - [Contrasting Findings - Sleep Study](https://docs.google.com/document/d/1ntfyTPwCtKFXJu-tdvjJn0fB6WmX8w8iHJfaiowxAHs/edit)

**Focus/Tags**: systems, communication, wellness

**Key Outcomes:**

Students will process information

Students will share inferences

**Materials**: prior to advisory, preview: <http://www.usatoday.com/news/health/2010-07-06-school-start_N.htm>

Devices

**Plan**:

1. Opening circle, prompt: *Why do you think your school starts at 9am instead of 7:40am like KHS?*
2. Facilitate discussion
3. Have students get to the [‘Today](https://docs.google.com/document/d/10oNFxXo2omFjMg9zRGEtaiaxbSkmRjV8ejJxdcQNjqE/edit)’ document to find the link above. Students can get to this document by clicking on the smiley face on the school’s homepage.
4. Have students read the article.
5. Students should pair up, and share out what they read.
6. Have students circle up whole group, and come up with three main points from the article. (Example, 1. Adolescents are at their deepest sleep at dawn 2. Schools should adjust to Circadian rhythms of adolescents by moving start time of school back 3. Later school start time leads to healthier students)
7. Now, have students go search for an article that has at least one main point counter to the article they just read. (Example,<http://www.news-medical.net/news/20120221/Teenagers-can-make-do-with-less-sleep-Study-finds.aspx> main points: 1. oversleeping has serious health consequences 2. Teens only need 7 hours of sleep 3. More sleep can hurt grades)
8. Have students get into groups of four or five and share out their articles.
9. Circle up whole group, prompt: *What do you do when you find conflicting research?*

====End of Lesson====

Topic V - [Speeches](https://docs.google.com/open?id=0B-3p3M5bUWyGNWY4MjJjYzQtZjExMi00M2QwLWFjYWYtNzI4OTEyOTA1M2U0)

Lesson 1 - [Speeches - Introductory](https://docs.google.com/document/d/1Gd9-oIvFYNy4KBsIQU4AdsiKWmz-cW166BUWHy7Yk8g/edit)

**Focus/Tags**: systems, communication, speeches, public speaking

**Key Outcomes:**

Students will critically reflect

Students will observe a structure/system

**Materials**: prior to advisory, preview Nancy Duarte - The Secret Structure of Great Speeches

<http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks.html>

student devices, butcher paper, sticky notes, *Slideology* by Nancy Duarte, Projector/dongle or TV/HDMI cord

**Plan**:

1. Place a big sheet of butcher paper on the wall, draw a big T-chart down the middle of the paper
2. Distribute sticky notes (at least 5 to each student)
3. Ask students: *What are the two best speeches you’ve ever seen?* Write the group consensus down. Example, the left side could say MLK - I have a dream speech; the right side of the chart may read President Obama’s SoTU 2012 speech
4. Ask to students to write qualities on their sticky notes that make these speeches great and have them place their sticky notes under the appropriate column. Example, under the I have a dream column, various sticky notes may read: powerful, inspiring, monumental, memorable, etc
5. The advisor steps back and lists two similarities under the chart. Example, if charismatic and confident are sticky notes under each speech, those would be listed. Then pose question to group, *What else do both of these speeches have in common?* When the student responds, have them come up and write their response on the butcher paper.
6. Prep the students for the awesome video they’re about to watch, parts of it may be dry, but if they hang in, they’re going to see some amazing things. Make sure students know they are about to see how professionals do PBL in their job, and ask them to jot down what strikes them about the speech on a sticky note. Let them know a discussion will follow the movie.
7. Show, Nancy Duarte - The Secret Structure of Great Speeches

<http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks.html>

Conclude with a discussion about the TED Talk and structure of great speeches.

====End of Lesson====

Topic VI - [Writing](https://docs.google.com/open?id=0B-3p3M5bUWyGNzI1ZjUwMjItYmU3ZC00OGQyLWEyZTAtMDdjNWQ4NGEwN2Ey)

([Questions4Reflection Teacher Notes](https://docs.google.com/document/d/1ttpV1dJVu5WJ7k6TobWxDlxMMX6yo9Y_kCf4wmRgrls/edit))

Questions for Reflection: Teacher Notes

*Key Concept:* provide students with an opportunity to engage in reflective writing and empower youth voice

*Process:*

1. Begin with an opening prompt or quick video connected to the question for reflection.
2. Provide students with the Questions for Reflection (there are several different types of reflections, make sure student all have the same one: Student Voice, Community, Profession of Choice, etc).
3. Ask students to write in the space below the questions. Have students number their responses.
4. Students need to write by hand on the paper provided and turn their responses in to their advisor.
5. Some Questions for Reflection are accompanied with optional articles to share with students when their writing is complete. The intent is to develop a dialog following a reflection.

*Outcome:* Students successfully complete a written reflection

*Materials:* Questions for Reflection Topic

====End of Notes====

Lesson 1 - [Questions for Reflection - Student Voice](https://docs.google.com/document/d/1evdlIsrlREwFXQvdGiQ0EQeZINmk5iUWOi_G1kucRMA/edit)

Questions for Reflection: Student Voice

Please answer the following questions and return to the manila folder on your advisor’s desk. Use as much space as you need; sign you name if you wish.

1. Whose voices do you hear more often at KS? List individuals, groups, types of opinions/ideas, etc
2. How often and in what situations do you share your voice?
3. What would have to change in order for you to feel more comfortable about sharing your opinion/ideas/comments?
4. What steps toward change/improvement are most important for KS to implement first?

====End of Lesson====

Lesson 2 - [Questions for Reflection - Profession of Choice](https://docs.google.com/document/d/1_JyyKKMAlsANiD86UNvlZF8YFM_zx8AQkJSfLqw4MJk/edit)

Questions for Reflection: Profession of Choice

Please answer the following questions and return to the manila folder on your advisor’s desk. Use as much space as you need; sign you name if you wish.

1. How has your profession of choice changed since you started at Kornerstone?
2. How often and in what situations do you see yourself in a future occupation?
3. What skills do you want to pick up over the next year? Please explain in as much detail as possible
4. In 2000, ring tone producers did not exist, let alone make millions of dollars. Youtube launched in 2005, change is happening constantly, how will you adapt? If one of your future professions is a job that does not currently exist, how are you preparing for that work right now?

====End of Lesson====

Lesson 3 - [Questions for Reflection - Local Community](https://docs.google.com/document/d/1RFJiRWT7NubjC_qrEBoqAJQ4WX0kUHmNURdvP2__el0/edit)

Questions for Reflection: Local Community

Please answer the following questions and return to the manila folder on your advisor’s desk. Use as much space as you need; sign you name if you wish.

1. How involved are you in your local community? Explain.
2. Over your lifetime, how do you want to improve your local community?
3. Would you ever run for a political office? If so, which one and why? If not, why not?
4. What is one improvement you would like to see in the community where you live? (please have this be a non-school related improvement)

====End of Lesson====

Lesson 4 - [Questions for Reflection - Leadership](https://docs.google.com/document/d/1rkkihVLvZ3YWFukLBY-Xv1_W-YH8G0298BlXrHyb6VU/edit)

Questions for Reflection: Leadership

Please answer the following questions in the space below and return to the manila folder on your advisor’s desk. Use as much space as you need; sign you name if you wish. Other than question 1, each response should be at least a solid paragraph.

1. Define leadership
2. What does a good leader do?
3. When have you been a leader?
4. Is leadership something a person is born with or is leadership something people learn and then do?

====End of Lesson====

**Section II - School Culture**

Chapter I - Active Collaboration & Cooperation

Topic I - [Team Building Activities](https://docs.google.com/open?id=0B-3p3M5bUWyGOGY2MzMzMmYtZDMxOC00MzUwLWI0NzItOTYyYTU1NzVlZDVm)

Lesson 1 - [Minefield](https://docs.google.com/open?id=0B-3p3M5bUWyGZDQwZDM5ZWQtYjAxMy00Zjg2LWJjYzUtMzJkOWI0OTIzYzky)

*Materials needed: several nerflike balls &/or dots*; blindfolds

1. A popular and engaging game involving communication and trust. The task is very flexible.
2. Go outside, if possible. If not, go into the Community Room.
3. Distribute "mines" e.g., balls or other objects such as bowling pins, cones, foam noodles, etc.
4. Establish a concentrating and caring tone for this activity. Trust exercises require a serious atmosphere to help develop a genuine sense of trust and safety.
5. Pair up students. Consider how the pairs are formed - it's a chance to work on relationships. One person is blind-folded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk, but cannot enter the field or touch the person.
6. The challenge is for each blind-folded person to walk from one side of the field to the other, avoiding the "mines", by listening to the verbal instructions of their partners.
7. Allow participants a short period (e.g., 3 minutes) of planning time to decide on their communication commands, then begin the activity.
8. Be wary of blindfolded people bumping into each other. The instructor(s) can float around the playing area to help prevent collisions.
9. Decide on the penalty for hitting a "mine". It could be a restart (serious consequence) or time penalty or simply a count of hits, but without penalty.
10. It can help participants if you suggest that they each develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.
11. Allow participants to swap over and even have several attempts, until a real, satisfied sense of skill and competence in being able to guide a partner through the "minefield" develops.
12. The activity can be conducted one pair at a time (e.g., in a therapeutic situation), or with all pairs at once (creates a more demanding exercise due to the extra noise/confusion).
13. Can be conducted as a competitive task - e.g., which pair is the quickest or has the fewest hits?
14. The facilitator plays an important role in creating an optimal level of challenge, e.g., consider introducing more items or removing items if it seems too easy or too hard. Also consider coaching participants with communication methods (e.g., for younger students, hint that they could benefit from coming up with clear commands for stop, forward, left, right, etc.).
15. Be cautious about blind-folding people - it can provoke trust and care issues and trigger post-traumatic reactions. Minimize this risk by sequencing Mine Field within a longer program involving other get-to-know-you and trust building activities before Mine Field.

## Variations

* Minefield in a Circle: Blindfolded people start on the outside of a large rope circle, go into middle, get an item ("treasure", e.g., a small ball or bean bag), then return to the outside; continue to see who can get the most objects within a time period.
* Metaphorical Framing: Some set ups for minefield get very elaborate and metaphor-rich, e.g., hanging objects which metaphorically reflect the participants' background and/or issues. For example, items which represent drugs, peer pressure, talking with parents about the problem, etc. have been used in a family adventure therapy program (Gillis & Simpson, 1994).
* Participants can begin by trying to cross the field by themselves. In a second round, participants can then ask someone else to help them traverse the field by "talking" them through the field.
* To increase the difficulty, you can have other people calling out. The blindfolded person must concentrate on their partner's voice amidst all the other voices that could distract them from the task.
* Be aware that some participants may object to, or have previous traumatic experience around the metaphor of explosive mines which have caused and continue to cause much harm and suffering. It may be preferable to rename the activity, for example, as an "obstacle course" or "navigation course". Alternatively, the activity could be used to heighten awareness about the effect of land mines on the lives of people in countries such as Afghanistan and Nicaragua (see [UNICEF information on land mines](http://www.unicef.org/graca/mines.htm)).

**Processing Ideas**

* How much did you trust your partner (out of 10) at the start?
* How much did you trust your partner (out of 10) at the end?
* What is the difference between going alone and being guided by another?
* What ingredients are needed when trusting and working with someone else?
* What did your partner do to help you feel safe and secure?
* What could your partner have done to help make you feel more safe/secure?
* What communication strategies worked best?

MINEFIELD IN A CIRCLE

DEBRIEF EXERCISE

Until now, we have been doing activities without purposeful reflection. But we know from Dewey that experience alone may or may not be educative. Sometimes we need to further analyze an experience in order to derive the most valuable learning.

“Minefield in a Circle” involves complex activity, communication, coping with stress, motivation, and many other personal and interpersonal qualities. You experienced this firsthand, blindfolded and not blindfolded, and you observed the way others handled the situation. There is much going on during “Minefield in a Circle” that it seems important to further analyze one’s experience in order to derive greater meaning.

In groups of 4, each person is to share their responses to these three questions:

1. What did I learn about myself?  
(e.g., Did the exercise show that you have characteristics ways of relating to others that are distinctive, or similar, to those of others?

Did the exercise show that in a particular type of situation you act in a particular way, or that when others act in a particular way, you typically feel happy or anxious or angry, etc.?)

2. What did I learn about someone else in the exercise?

(e.g., Did you see something new about Lucinda? – she seems capable of feeling more deeply than I imagined, or she becomes inattentive when things are stressful)

3. When I think about what I did during the exercise, were there other options for action on my part that:

(a) I did not see at the time?

(b) I saw but chose not to pursue at the time?

What were the consequences (a) for myself, and (b) for others for what I chose to do?

<http://www.wilderdom.com/games/descriptions/Minefield.html> - MINEFIELD IN A CIRCLE DEBRIEF JTN Fall, 2002

====End of Lesson====

Lesson 2 - [Predictions Day 1 - 2060](https://docs.google.com/document/d/1mK6y3XSJYPX_4bCZSqGy-Ke3qE9IXFVXkJaLVy7UucA/edit) ([Folder](https://docs.google.com/open?id=0B-3p3M5bUWyGYjQ4NDBkNjktNjVkZC00NDMyLWE0MzMtMGRlZDEwZTA3ODMy) w/Readings)

**Focus**: Communication, collaboration, creativity, critical thinking

**Key Outcomes:**

Students will work together in a team

Students will analyze information and construct predictions

**Materials**: 1 sheet of butcher paper per ever three students, markers, method to project this video:<http://youtu.be/CiKrFcgVSIU>

**Plan**:

1. Divide students into groups of three. Each student in each group gets a marker.
2. Hand out sheet of butcher paper to each group
3. The group has 10 minutes to create a visual answering the following question: *What predictions do you have for education in the year 2060?*Followup for students having a hard time  
    -*What will classrooms look like in 2060?  
    -What will colleges look like? How about high schools?*
4. Circle up after 10 minutes, have students share out predictions
5. Have the students watch Salman Khan’s video Education in 2060<http://youtu.be/CiKrFcgVSIU>
6. Have students react and discuss what they saw. How different are the predictions made by students and by Salman Khan?
7. Students are able to modify predictions on butcher paper. Please keep predictions for next day (Predicting The Future Day 2 - The Problem With Predictions)

====End of Lesson====

Lesson 3 - [Predictions Day 2 - The Problem With Predictions](https://docs.google.com/document/d/1BrnkF9pXgv8m5fAG7NtXpRo_-fqxtvz64zz81bmVvoI/edit)

**Focus**: Communication, collaboration, creativity, critical thinking

**Key Outcomes:**

Students will work together in a team

Students will analyze information and construct predictions

**Materials**: Method to project this video: [http://youtu.be/24EnLHG3wVU](http://youtu.be/CiKrFcgVSIU) ; *Out of Our Minds* by Sir Ken Robinson, pages 20-27 & 37 - 42; predictions from the previous day

**Plan**:

1. Opening circle promt: *What struck you about yesterdays activities?*
2. Summarize for students pages 20 - 27 in Sir Ken Robinson’s *Out of Our Minds*.
3. Have students read pages 37 - 42 on their own.
   1. Ask students to write down one sentence from each page that either:
      1. Something they didn’t know
      2. Something they found interesting or memorable

Recircle

1. Circle up, ask students to share out what they wrote down, compare and contrast what Sir Ken Robinson is stating about predictions with Salman Khan making predictions for 2060-
2. What takeaways, if any, do they have about making predictions? How does this relate to the mission of their school?
3. End with *Ken Robinson Hammer Lecture Clip 4*<http://youtu.be/24EnLHG3wVU>

====End of Lesson====

Topic II - [Design Jam](https://docs.google.com/open?id=0B-3p3M5bUWyGNGNlODllYzgtY2EwNS00NTBmLThiNWUtMmFjMGU1ZTU2ZTlh)(s)

Lesson 1 - Design Jam - [Snow](https://docs.google.com/document/d/1GsTYjYHjgN3-hRy-HypM9HX9d4jBTuyuCxbuZh-ZNuw/edit)

Design Jam

The purpose of a Design Jam is for a group of people to create something in a short period of time. In groups of 3, you will have 35 - 40 minutes to create something out of snow. Please use the space below to brainstorm & sketch out your design. **Be creative**.

Steps:

1. Brainstorm independently for 90 seconds

2. Bring ideas to small group, each person has up to 20 seconds to share out ideas from brainstorm

3. On one sheet, sketch out idea.

4. Go to Memorial Park and create as a group.

====End of Lesson====

Lesson 2 - Design Jam - [Spaghetti Tower](https://docs.google.com/document/d/1AmnNltI-JAeqxKNSBoXHzYetxnGlx9-HOFFMD45Dk8c/edit)

Project Cycle 3

Advisory

Spaghetti Activity

**Focus**: Leadership; creativity; collaboration, design, iterative design

“*Design really is a contact sport.” - Tom Wujec*

**Key Outcomes:**

Students will collaborate to design a structure

Students will work together to create something new

Students will reflect

**Materials**: timer, yard stick, 80 sticks of spaghetti, 4 yards of tape, 4 yards of string, 4 large marshmallows, device w/projector & Dongle,<http://youtu.be/H0_yKBitO8M>

**Plan**:

1. Divide students into teams of 4
2. Hand out the following to each team:  
   -20 sticks of spaghetti  
   -1 yard of tape  
   -1 yard of string  
   -1 large marshmallow
3. Set timer for 18 minutes, begin timer
4. Build the largest free standing structure with the marshmallow on top
5. When timer ends, have teams measure structure
6. Show Tom Wujec’s TED Talk <http://youtu.be/H0_yKBitO8M>
7. Circle up & have a discussion

====End of Lesson====

Lesson 3 - Design Jam - [Spaghetti Tower Revisted](https://docs.google.com/document/d/1arb9eNLfmVJpHxtW3NTYA8SkA8DiJ5NvRJPhJ_lt-k4/edit)

Repeat lesson directly above 90 days after first Spaghetti Tower. Track learning experiences. What did groups learn?

====End of Lesson====

Lesson 4 - Design Jam - [Marshmallow Bridge](https://docs.google.com/open?id=0B-3p3M5bUWyGMjI3YzNlMWEtNWY2YS00ZDllLWFmMDgtY2ZkOWVkZjQyN2U2)

Teambuilding Activity-Leadership

***Materials needed: 4 bags of marshmallows per advisory.***

***4 boxes of 300 count toothpicks per advisory.***

**Golden Gate Bridge**

This activity will focus on cooperation, responsibility, compromise, and problem solving. All of these things are key to working successfully with others and teambuilding.

**Introduction (5-10 minutes):**

Our society places a lot of emphasis on being self-sufficient individuals that can deal with problems without the help of others. In reality, this is not always the best way to deal with problems or accomplish goals. We do need to be independent thinkers and be personally responsible for our actions, but in many cases we can actually accomplish more when we team up and work together. School is largely based on individual work and accomplishments, but the workplace and family life uses the team approach which makes families and businesses more productive. Today, we are going to work in teams to practice our team building skills and have some fun. Remember the old saying two heads are better than one.

**Activity (15 minutes):**

You will be divided into teams of 4. Each group will be given one bag of marshmallows and one box of toothpicks. Your challenge is to build the longest bridge you can. The bridge must be:

1. High enough off the ground its entire length that one soup can fit underneath the short way.
2. You can use as many marshmallows and supports as needed.
3. The bridge must also be one toothpick wide at the top.
4. You can use the soup can to measure your height while building.

You will have approximately 15 minutes to complete your bridge. However for the first 2 minutes you cannot touch your building supplies. All you can do is discuss your ideas and plan. The winner will have the longest bridge. You will be given various time updates as well.

**Follow-Up Discussion (10 minutes):**  See attached question sheet.

**Conclusion (2 minutes):**

Cooperation is the name of the game in bridge building and teamwork. You can now see that working with others can be challenging and beneficial at the same time.

Teambuilding Activity-Leadership

**Golden Gate Bridge-Follow –Up Questions**

**1. How well did you use your 2 minutes of planning of time?**

**2. Did you follow your plan? Why or why not?**

**3. If you made changes what were they?**

**4. Did you look at the others team’s bridges to get ideas?**

**5. Did all members of your team contribute equally?**

**6. Did the time influence your work?**

**7. How did working in silence affect your ability to build?**

**8. What would you do differently next time?**

**9. How easy was it to agree on the bridge design?**

**10. How is working together different than working alone?**

**11. What are the advantages and disadvantages of working together?**

**12. How did your behavior change as you got closer to the deadline?**

**13. How does this activity show cooperation?**

**14. Do we have less responsibility for a project when we work with others? Why or why not?**

**15. What can we do to be more cooperative when working with others?**

**16. What exemplary leadership skills did your group exhibit and how?**

====End of Lesson====

Topic III - Building Culture Through Food

Lesson 1 - Building Relationships & Culture With Food

Advisory

Local Diner Meetups & Discourse

Date: First two weeks of school

**Focus**: Building Community, Leadership; creativity; collaboration,

"But when the time comes that a man has had his dinner, then the true man comes to the surface."

-Mark Twain

**Key Outcomes:**

Students will get to know each other and develop trust

Students will work together to create something new

Students will reflect & act off of reflections

**Materials**: $4-6 per student per diner trip, transportation, sticky notes, ideal set up is a diner within walking distance of school

**Plan**:

1. Call diner one day in advance and let them know number of student attending. Inform students a few days prior so they can plan to bring money.
2. Walk to diner as a group.
3. Make sure all students sit in one table together.
4. Order, eat, and have a great time

**Intended Outcomes:** have students get to know each other, take the circle to another setting in the community, and build capacity of all people to communicate openly.

====End of Lesson====

Lesson 2 - Building Culture Through Food

Building Relationships & Culture With Food

Advisory

Local Diner Meetups & Discourse

Day after first student exhibition (Event Night)

**Focus**: Building Community, Leadership; creativity; collaboration,

"But when the time comes that a man has had his dinner, then the true man comes to the surface."

-Mark Twain

**Key Outcomes:**

Students will get to know each other and develop trust

Students will work together to create something new

Students will reflect & act off of reflections

**Materials**: $4-6 per student per diner trip, transportation, sticky notes

**Plan**:

1. The day of the first event night, call the local diner and inform them you’ll be brining the whole group of students over the next day
2. The day after the first student exhibition have students meet whole group in Community Room
3. Circle once, have students share out what they loved about their experience from the night before
4. Have students get into small groups of 3-5 students. Make sure groups are mixed age and gender.
5. In their groups, have each student come up with a prompt for the group. Ask them to keep their prompt a secret.
6. After each student has created a prompt, inform them: “We are going to head over to the diner. Please bring your prompt with you.”
7. Have students sit with their small groups at the diner. During the course of the meal, each student should have a chance to ask their prompt.

====End of Lesson====

Lesson 3 - [Building Culture Through Food](https://docs.google.com/document/d/1myJQpnRqPa7TxjmntCLl5VhrNAqYY5xwZVAvsLsibD4/edit)

Building Relationships & Culture With Food

Advisory

Local Diner Meetups & Discourse

2-4 Weeks into second term

**Focus**: Continue to build community and deepen relationships with one another.

**Key Outcomes:**

Students will get to know each other and develop trust

Students will work together to create something new

Students will reflect & act off of reflections

**Materials**: $4-6 per student per diner trip,

**Plan**:

1. Divide students into teams of 4
2. Each group of four has a different focus or prompt
3. There are three different roles
   1. Speaker - only person to speak for a minute
   2. Receiver - summarizes what speaker said in three sentences or less
   3. Clincher - summarizes speakers statement in three words or less
4. Four different prompts
   1. If you were a character from a movie which character would you be?
   2. If you could travel anywhere in the world, where would you go? Why?
   3. If you were a literary character (from a book) who would you be? Why?
   4. Group four plays twenty questions
5. Students will more than likely finish up as their food is arriving. This is a good lesson to make sure that each student's voice is heard.

====End of Lesson====

Lesson 4 - [Building Culture Through Food](https://docs.google.com/document/d/1qLMm2p4QS-sOBtosVwsqWl6dSHrXKNCgC_W-4FErVJ4/edit)

Building Relationships & Culture With Food

Advisory

Local Diner Meetups & Discourse

**Focus**: Building Community, Leadership; creativity; collaboration,

"But when the time comes that a man has had his dinner, then the true man comes to the surface."

-Mark Twain

**Key Outcomes:**

Students will get to know each other and develop trust

Students will work together to create something new

Students will reflect & act off of reflections

**Materials**: $4-6 per student per diner trip, transportation, sticky notes, pens/pencils

**Date:** Day after second event night (student exhibition)

**Plan**:

1. If possible, have entire advisory sit at one table at diner
2. Each student has two sticky notes, both of which are different colors
3. First Prompt: write down one thing on a sticky note you like about this school
4. Circle - share out
5. Second Prompt: on your other sticky note, write down one improvement you’d like to see in the school
6. Circle - share out
7. Advisor acts as notetaker
8. Bring data to staff meeting

====End of Lesson====

Lesson 5 - [Building Culture Through Food (3-Day Lesson)](https://docs.google.com/document/d/1in3pu5ndE3oh89F5fTptDdbtLVrXNhbc8OaGXiUMm1c/edit)

Building Relationships & Culture With Food

Advisory

School Breakfast

**Focus**: Building Community, Leadership; creativity; collaboration,

"But when the time comes that a man has had his dinner, then the true man comes to the surface."

-Mark Twain

**Key Outcomes:**

Students will get to know each other and develop trust

Students will work together to create something new

Students will reflect & act off of reflections

**Materials**:

Numerous see below; will work best with at least 3 advisories

**Plan**:

1. Each Advisory has a specific role for breakfast.
2. Advisory A
   1. Develops grocery list for breakfast
   2. Entire advisory walks to grocery store, splits into small groups and shops
3. Advisory B
   1. This advisory prepares and cooks the entire breakfast
   2. Break duties down to individual tasks
4. Advisory C
   1. Clean up
   2. This advisory does the dishes and cleans up

====End of Lesson====

Lesson 6 - [Building Culture Through Food](https://docs.google.com/document/d/1zW02E3AHAZ72c5DCk0FdIrvoCF7ebU2iSI4eNmJgp-c/edit)

Building Relationships & Culture With Food

Advisory

Local Diner Meetups & Discourse

**Focus**: Building Community, Leadership; creativity; collaboration,

"But when the time comes that a man has had his dinner, then the true man comes to the surface."

-Mark Twain

**Key Outcomes:**

Students will get to know each other and develop trust

Students will work together to create something new

Students will reflect & act off of reflections

**Materials**: $4-6 per student per diner trip, transportation, sticky notes

**Plan**:

1. Last day of school, go to diner and celebrate school year

====End of Lesson====

Topic III - Community & Network

Topic IV - Gendered Advisory

Topic V - Hybrid/Blended Learning

Topic I - Open Couseware

Lesson 1 - [Open Courseware - Introductory](https://docs.google.com/document/d/1dnFUCIbbRHigQ-RCmRB5qSGNj-FqxSSP5vHdlPMJ8Z0/edit)

Open Courseware - Introductory

Advisory

**Focus**:

**Key Outcomes:**

**Materials**: Advisor should prep by reading<http://bostinno.com/2011/02/23/mit-opencourseware-turns-10-announces-goal-to-reach-1-billion-minds/>

&

<http://ocw.mit.edu/about/our-history/> prior to advisory

**Plan**:

1. Prior to lesson, review<http://ocw.mit.edu/about/our-history/>
2. Have students circle up, ask them, “*Who can tell us about iTunesU?”*
3. Follow up question, “*Why is this important?”*
4. Divide students into three groups  
   Group 1 studies: MIT Opencourseware<http://ocw.mit.edu/index.htm>Group 2 studies: Open Courseware Consortium<http://www.ocwconsortium.org/en/courses>Group 3 studies: iTunesU (if iTunes is unavailable, direct students to this site:<http://www.apple.com/education/itunes-u/>)
5. Studying is broken down into the following three phases  
   Phase I: 1 minute of silent studying  
   Phase II: 3-4 minutes of collaborative studying of the site  
   Phase III: 3-4 minutes of preparing something to report back to the whole group
6. Groups 1, 2, & 3 each report out what the sites are about.
7. Advisor finishes with this image:<http://ocw.mit.edu/about/site-statistics/>

Ask for student feedback & their impressions on who is accessing these coureses

====End of Lesson====

Lesson 2 - [Open Courseware - Intermediate](https://docs.google.com/document/d/112PgFerZxF5aq0dYjqssmDQNnzpeV1kUG5tvpAVQGZA/edit)

Open Courseware - Introductory

Advisory

**Focus**:

**Key Outcomes:**

**Materials**: Advisor should prep by reading<http://bostinno.com/2011/02/23/mit-opencourseware-turns-10-announces-goal-to-reach-1-billion-minds/>

&

<http://ocw.mit.edu/about/our-history/> prior to advisory

**Plan**:

1. Have students circle up, ask them, “*If you could take any college course, what would you take?”*
2. Provide students with the following three sites:  
   Site 1 MIT Opencourseware<http://ocw.mit.edu/index.htm>Site 2 Open Courseware Consortium<http://www.ocwconsortium.org/en/courses>Site 3 iTunesU (if iTunes is unavailable, direct students to this site:<http://www.apple.com/education/itunes-u/>)
3. Students download all material from course of choice
4. Students then create an elective project proposal in Project Foundry and outline their process for taking the course

====End of Lesson====

Topic VI - Leadership

Lesson 1 - Defining Success

**Focus**: Leadership, Social Responsibility, Project Process 1st Iteration

**Key Outcomes**

Students will define success

Students will critically reflect

Students will collaborate

**Materials:** Butcher paper, a dozen different colored markers, Preview Eric Thomas’s Secret to Success http://www.youtube.com/watch?v=3NQREuc7JX8

**Plan**

1. Write the word “SUCCESS” in the center of the paper, whiteboard.
2. Have students each write a one sentence definition of success.
3. Circle up. Have students share out their definitions.
4. Draw several spokes or straight lines coming out of the word SUCCESS
5. Have students select the verb(s) from their definitions and write them on the spokes.
6. Circle up. Discuss definitions/verbs.
7. Watch Eric Thomas’s *Secret to Success:*<http://www.youtube.com/watch?v=3NQREuc7JX8>
8. Have students react to what they saw

====End of Lesson====

**Leadership Freak**

Topic VII - Leveraging Learning Networks

Lesson 1 - **Twitter for research**

Lesson 2 - **Facebook = Good Learning**

**Section III - Personalized Learning Plan**

[40 Activities for Building Community & Team](https://docs.google.com/document/d/15GlfJF5PnAVAAJv42efo152h69Idb2H17YcUuGHO5iM/edit)

This document serves as a series of lesson snapshots for facilitating advisory in a multi-age PBL school. Each of the activities below are meant for modification. Advisory can range in time. I have had advisories go as short as 20 minutes and long as 60 minutes. Many of the activities below can be accomplished within the 20 - 60 minute time range. For the most part, the only materials needed are a large space, projector with a computer. Activities taking place outdoors are noted.

1. *What does this school need?* Circle up. Ask the students what the school needs. Circle at least twice. Advisor takes notes on a Google Doc and doesn’t say a word. Let the students do the talking. If common needs arise, spend additional time coming up with a plan to address those needs.
2. *Discussing Frustrations With The Student-Directed Learning Process* - Take a frisbee outside. Have students circle up 10 yards apart from each other. Open with a quick prompt such as, “What is the last song you listened to on your device?” The only person that can talk is the person holding the frisbee. Make sure each student gets an opportunity to share. Then tell the students their going to have an opportunity to share what frustrates them about directing their own learning. Now that students have the process down of one person talking at a time, have students share what they miss about the traditional classroom and what frustrates them about having to be in charge of their own learning.
3. *Crafting the Driving Question -* Circle up and hand each student a sticky note. Ask them, “If you could travel anywhere in the world, where would you go?” Students write down the specific location on their sticky note. Have a projector set and ready to go with a laptop or tablet connected and Google Earth available. Each student gets a turn at coming to the computer and punching in where they want to go. When students are done presenting, they receive another sticky note, and write down, “I want to go to this location because \_\_\_\_\_\_.” Following this activity, circle up and facilitate a discussion about having students plan a trip to their location. See if students are able to take their second sticky note and then develop a driving question for why they want to go where they want to go.
4. *Bragger or Bummer -* A great way to start of the week is circling whole group and asking students to share out something great that happened over the weekend (a bragger); or share out something that sucked (a bummer). Most Monday’s this activity will only take a few minutes and is a nice routinized warmup. However, a few Monday’s throughout the year this will take the entire advisory session because of events in students lives.
5. *Quotes for Change* - Provide students with fifteen minutes to search for a quote they want to share out with the rest of advisory. Open a Google Doc and share it with students on your advisory. Have students cut and paste the quote to the Google Doc. Circle. Haves students share out their quote and allow them to talk about the meaning of the quote to them.
6. *Using Twitter To Help Each Other Learn* - Begin by showing [clip from the movie *Pay it Forward*](http://www.youtube.com/watch?v=N0HTneOLrEc). Following the clip, ask students when they have helped out someone or tried to change the world. Ask students how many of them are on Twitter. Provide an assignment. Ask students to tweet to at least three of their peers within the next week when they find something pertinent to a peers learning or passion. For example, if they come across a Star Wars article, and think of a Star Wars fanatic in their advisory, send that article to the student. Demonstrates how Twitter is a Pay it Forward Model.
7. *Attitude or Gratitude* - A very good prompt for Friday’s. Have students circle up and share out something they are grateful for or something that’s causing them to have an attitude. Careful, circling twice could take over an hour.
8. *Attitude List & Gratitude List* - Students need their journals. Have students create either a gratitude list or an attitude list. The gratitude list should be comprised of everything they are grateful of. The attitude list is just the opposite. Students list everything that bothers them. These lists are private. Circle up at the completion and discuss the process.
9. *Learning Artifact Show & Tell* - A day prior to this activity, tell learners, “Please bring something to community circle that is an artifact. This item should relate to your life.” Explain to students a show and tell opportunity is going to take place the following day. Students should bring an item to share with the community circle. Examples of possible items are endless. Items used in the past were: baseball, golf ball given by dead grandpa, first cell phone, baby picture, etc.
10. *Knowledge of Self* - Students are provided with the following prompt: *What’s one thing you’d like everyone to know about you?* Circle at least twice. Follow up is: *What’s one thing you’d like this community to know about you?* Many students will provide more personal answers to the second questions; especially, if they associate advisory/community circle to family.
11. *Elevator Speech Your Learning* - Students are used to getting questions about their school and what they do. People are curious about what they don’t know. In an effort to provide students with the ability to turn a curious individual into a champion of self-directed learning, students need to be provided with time to think, create, and implement their elevator speech. Many times, students will talk about how awesome their school is and how traditional school is lame. This is threatening. In this activity, start by handing out a 3x5 notecard to every student. On the side without lines, have students list their three favorite things about their school. When their finished with that, roleplay an [elevator speech](http://www.businessweek.com/careers/content/jun2007/ca20070618_134959.htm). The facilitator can be the one making the speech to a student. Then have students create their own elevator speech for their school. Finally, have students practice with each other. Explore various levels of questions such as, “What do you guys do there?” all the way to very threatening, “That school is making you dumb, you don’t do anything.” Circle up and discuss process.
12. *Thank You Cards* - For this activity, you’ll need tons of stamps, envelops, art supplies, paper, markers, yarn, bows, etc. Start off by handing out a sticky note to every student. Have students list people or organizations that have been instrumental in their learning. Have students select one person or organization off of their list to create a homemade thank you card for. When finished. Label an envelop, and have one student take all of the thank you cards to the post office. If this is all done in one 45 minute session, great value is brought to the entire community. You can even circle up if finished early and discuss the importance of sharing gratitude.
13. *Letter to Community Experts* - some students are much better at getting community experts involved in their learning than others. By taking a day to have each student draft a letter to community experts, students who struggle with this skill can be helped by those who have this skill down. Opening prompt: *If you met a complete stranger and wanted them to work with you on your project, what would you want them to know about you?* Students are provided with sticky note and list three things they would want a complete stranger to know about them. Have students go to this [link](https://docs.google.com/document/d/146WJZmBzvdIosUsaOEq3UmSpS7wUeSnvyj5Fl0nXhHk/edit) to get outline for ‘Self Introduction letter’. Fill in outline. Draft letter. Have peers review letter and share finished copy with advisor. Learning artifact: students left with completed letter they’ll be able to use in the future to introduce themselves to experts. Unanticipated outcomes: not all of the students worked off the outline. Many went right to letter. Students shared out google doc to me (1/19/2012).
14. *Superpowers* - Circle up. Inform the students each of them have superpowers. Ask them how they will use their superpowers to help the world. Listen to *This American Life* titled, “[Superpowers](http://www.thisamericanlife.org/radio-archives/episode/178/superpowers).” Discuss.
15. *What’s new* - after a break of a week or more, a great community building activity is to circle up, and ask, “What’s new?” Circle. Let every student respond.
16. *Two Truth’s & a Lie (Google Image)* - hand out a sticky note. Have students write down two truths and lie. Provide students with 10 minutes to do a Google Image search to match up their two truths and one lie. Have students plug in their laptops to the projector, and peers have to guess which images are the truths and which one is the lie.
17. *Two Truth’s & a Lie (cell phone)* - Good warm up activity. Pair students up. Students select three images to show their partners and tell their partners the story behind each of the images. Have students exchange cell phones. Each student shares out the images on their partners phone with the whole group. Two of the images should be told about verbatim to the whole group, while the third image should have a story made up. Hence, two truths and a lie about the photo’s on their phone.
18. *Personal Device Sharing -* Most students enter school with at least one personal digital device. Have students locate one picture, song, or video that best represents a part of themselves they would like to share. Have students pass around the device to others in the community. If there’s a student without an iPod, cellphone, or other personal device, provide them with a school device and allow them time to upload the media ahead of time. (adapted from this site).
19. [*Community Puzzle*](http://community-building.weebly.com/community-puzzle.html) - Have every student select a picture off of their cell phones. The only restriction is that the picture cannot be a self portrait. Divide learners into groups of four. Have them select a picture off of their cell phones. Each group has to create a story based on the pictures from the phones. (If you want to take it a step further, students can record their story into a program such as Garageband and layer the pictures over the recording).
20. *Who Am I* - In this version of *Who Am I*, the only ground rule is that every question and answer is positive. No insults. No put downs. Write the name of each student on individual name tags. Have the students sit in a circle. The facilitator goes around and sticks the nametags on the backs of each student. Place a chair in the center of the circle, have students one at a time sit in the chair. The student in the center chair asks questions and the group responds with only yes or no.
21. *Balloon Tower* - divide students into groups of 4 before entering the room. Each group has 100 balloons and one roll of masking tape per group. The goal is to make a free standing tower that does not touch any walls/ceilings in which balloons do not pop. Circle and discuss process & learning following activity.
22. *How to Throw a Frisbee -* Divide students into groups of 4-6. Each group needs a frisbee. This activity is divided into three phases.
    * + 1. Members work individually for 5 minutes, writing down skills they think they use to throw a frisbee. They then form a circle with fellow group members and begin throwing the frisbee. Then they verbally list skills noted and discovered through the throwing action.
        2. A facilitator prompts the group members to be creative in their identification of skills used. The facilitator writes the identified skills on newsprint or a board as they are listed.
        3. Gather whole group and circle. Students discuss process and difficulty of accurately labeling skills and actions

23. *Lost at Sea -*[see notes](http://media.wiley.com/product_data/excerpt/92/07879670/0787967092.pdf)

24. *Wilderness Challenge* - [see notes](http://media.wiley.com/product_data/excerpt/92/07879670/0787967092.pdf)

*25. Prisoner’s Dilemma -*[see notes](http://media.wiley.com/product_data/excerpt/92/07879670/0787967092.pdf)

26. *Blind Walk -*[see notes](http://www.ed.uiuc.edu/YLP/96-97/96-97_curriculum_units/Alike_Different_MMatthys/blind_walk.html)

27. *Equity Game* - [see notes](http://community-building.weebly.com/equity-game-with-qr-codes.html)

28. [*Words With Friends*](http://www.wordswithfriends.com/) - Pair up students. Have students log into Facebook (or download the app to an ipod/ipad or droid device). Have students start a game with the peer they’ve been paired up with.

29. *Draw Something* - Similar to Words With Friends. By playing these games one time in community circle, students develop relationships and will play these games together outside of school. A narrative and ongoing dialog is created between students. This is a huge value; especially for building multiage relationships and breaking down grade based stigma’s. Drawsomething has apps in [iTunes](http://itunes.apple.com/us/app/draw-something-free/id488628250?mt=8), [Google Play](https://play.google.com/store/apps/details?id=com.omgpop.dstfree), and can be played on [Facebook](http://www.facebook.com/playdrawsomething).

*30. The Great 80’s Voicethread Challenge* - students will need to sign up for a [Voicethread](http://voicethread.com/) account and get a digital picture from the 1980’s (preferably of their parents). Have students upload the picture and tell a story about it. Shareout voicethreds with the entire group. This can easily be a two day activity. Students can sign up for an account, upload a picture, and begin narrative on day 1. Stories can be shared out on day 2.

31. [*Rick Rolled*](http://www.urbandictionary.com/define.php?term=rickroll) *Challenge* - Opening prompt: Have you ever been Rick Rolled? Where does it come from? As a group, look into the history of Rick Rolling. Why does it bother people so much? What fascinates a person and drives them to create a Rick Roll? Example,<http://www.youtube.com/watch?v=EqxIw-r8EwQ>

*32. Funny School Appropriate Video Challenge* - Break students into groups of 4. Provide each group with one device and access to youtube. Students have 8 minutes to find the funniest school appropriate video. Roles for this activity include a searcher, a recorder, and two suggestors. The searcher is the only person who can search for videos. The recorder writes down the exact keyword search used to find funny videos. The suggestors provide ideas for searching. When the eight minutes is complete, each group shows their video. Following the showings, circle up and have a discussion. What is appropriate for school? How has the line for appropriate content changed over the last few years? Who interprets appropriate? What phrase did students use to find the video and what does that phrase tell us about teens/society today?

*33. Website in an hour challenge* (90 minutes) - Divide students into small groups. Have students get to Google Sites, Webs, Weebly, or some other free drag & drop website creator. Tell students they will have one hour to create a website to for a product or service. Students must use the first 12 minutes as design time; meaning, no access to the web until the twelve minutes are complete. When the hour is complete, students share out their sites and attempt to sell the product/service to the rest of the group. Each presentation is ended with wild applause.

*34. TED Talk Challenge -*  Have students explore<http://www.ted.com/> and select a video they’d like to have the entire group watch. Great a Googl Doc & share it so all of the learners can edit it. Have students write their own description to the movie they’d like the entire group to watch. Select one video per week to watch and make it a regular activity (e.g. TED Talk Tuesday, Thursday TED, Monday Movie). Allow students to present their video to the entire group. This activity will increase student voice by providing each student an opportunity to talk to the entire group.

35. *Google Trip Collab* - Divide students into groups of 3-5. Once divided, ask the students the following prompt: if you could plan a trip to any city in the world, where would you go? Provide the students with up to 5 minutes to build consensus on the city. Once students know the name of the city, have them write it in big letters on a piece of construction paper. Have the groups use Google Earth to see the top sites in the city of choice. Have students plan a trip through the city. Have groups share out and discuss what they would do in each location.

*36. Describe Your Ideal Community -* what do you want out of your community? Have students imagine they are 30 year old professionals. What do they want in their community? Do they want to live in an urban or rural area? What features of their current community do they want to have and what is missing from their current community? Use either a Google Doc or Google Site as a space for discussion. Provide students with ample design time and support. Some students may choose to do this activity individually; whereas other students may collaborate closely in a group. Activities requiring reflection and projection can be difficult for some students. Small group instruction may be necessary.

37 *Family Feeding -* Provide students with sticky notes. Ask them to close their eyes, and have them think of their favorite dish or meal that’s unique to their family. Ask them to think of a food that brings them joy which was prepared by someone in their family. Have students open their eyes. Have them write on their sticky the food and the memories they associate with it. Circle. Have each student share out. This activity is good to do just prior to a holiday leave or another time when food is present. This activity could be taken further by having students bring in the specific dish.

38 *Analysis of a Playlist* - ask students with music device to stand up. Divide students into small groups ensuring the people with ipods/ipads/mp3 players/etc are in each group. Have the group design a playlist for a specific occasion (Gameday, wedding, graduation, etc). Circle up and share out playlists. Then, have a further discussion whole group. As a facilitator, find out if this process was easy or difficult. Is designing a playlist something that is collaborative or an individual task? If possible, bring a mixtape and cassette player and finish with a song from one of your mixtapes. A further discussion on tech changing life can be had following the mixtape.

39 *Technology Fast* - [see notes](http://www.teambuildingfordigitals.com/2010/10/alternative-technology-activity.html)

*40 Texting & Gossip Activity* - [see notes](http://www.humankinetics.com/excerpts/excerpts/practice-effective-communication-with-texting-activities)

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13. <http://en.wikipedia.org/wiki/The_Tipping_Point> [↑](#footnote-ref-12)
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56. <http://www.amazon.com/WordPress-Bible-Aaron-Brazell/dp/0470568135> [↑](#footnote-ref-55)
57. <http://www.elegantthemes.com/> [↑](#footnote-ref-56)
58. <http://wordpress.org/support/topic/uploading-theme-7> [↑](#footnote-ref-57)
59. <http://www.bluehost.com/> [↑](#footnote-ref-58)
60. How to setup Wordpress on Bluehost.com (video tutorial) <https://my.bluehost.com/cgi/help/wp_install> [↑](#footnote-ref-59)
61. <http://www.michaelmccabe.org/> [↑](#footnote-ref-60)
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63. <http://kornerstonecharterschool.org/> [↑](#footnote-ref-62)
64. <http://www.st106.com/> [↑](#footnote-ref-63)
65. <http://rubyonrails.org/> [↑](#footnote-ref-64)
66. As with any work I’ve created, this document is licensed under the Creative Commons Attribution 3.0 license. Please take any or all of this work and make it your own. Here is the link to Advisory Lesson’s: <https://docs.google.com/document/d/1KMwFGShqaiBQAW_DZAhrA9raTcYFYA7FXIA9t9fIPt0/edit> [↑](#footnote-ref-65)
67. Link to 40 Team Building Activities: <https://docs.google.com/document/d/15GlfJF5PnAVAAJv42efo152h69Idb2H17YcUuGHO5iM/edit> [↑](#footnote-ref-66)